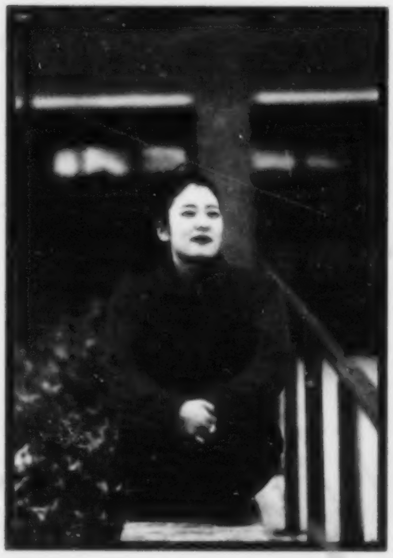
Survey of 2002 New Brunswick High School Graduates



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Department of Training and Employment Development / Ministère de la Formation et du développement de l'emploi

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Survey of 2002 New Brunswick High School Graduates

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The Department of Education

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FOREWORD

For several years, the post-graduate activities of New Brunswick's community college and university graduates have been tracked by follow-up surveys. To date, however, New Brunswick has not conducted a provincial follow-up survey of high school graduates. *The Survey of 2002 New Brunswick High School Graduates* represents the findings of the first such survey to be done in the Province. It was a joint initiative of the Departments of Training and Employment Development and Education, funded by Training and Employment Development. The project was overseen by a Steering Committee comprising representatives of both Departments.

The overarching objective of the survey was to obtain information on 2002 high school graduates' activities since their graduation. More specifically, it was designed to assess various factors of the graduates' high school experience; expectations and motivation to pursue post-secondary education and training; type of post-secondary education and training pursued; labour market activity; mobility of graduates; as well as other areas of interest. It is hoped that the findings from this study will provide some preliminary information to stakeholder organizations to assist them in their efforts to evaluate the programs and services they currently offer.

The follow-up survey was conducted during January to March of 2004, and reached a total of 4,349 of the 8,574 high school graduates of 2002. This represents a 51% response rate. Information was collected by telephone survey, and participation in the survey was voluntary. The survey was designed to be representative of the 14 New Brunswick school districts, as well as by school and by gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the results. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. In an effort to caution readers on this point, note the use of the word "respondent" in the report instead of the more general "graduate".

While the findings of the survey should not be generalized to the entire population of graduates, the study nevertheless has much merit as a pilot project providing insight into the post-secondary activities of New Brunswick High School graduates. As research tends to do, this study answers some questions, but also raises others. It provides a starting point for further research into some of the more specific issues that will help to inform the direction of policy and practice in the area of education and training in New Brunswick.

The Departments of Training and Employment Development and Education would like to thank the high school graduates who participated in this survey; their input has been invaluable. We also extend our thanks to Training and Employment Development for funding the project, and to the Department of Education for facilitating access to graduates.

As always, your comments and suggestions are welcome. Please forward all communication on this year's survey to either:

Department of Training and Employment Development Labour Market Analysis Branch (506) 457-4859	Or	***Department of Education Policy and Planning (506) 453-3090***

105-03107/

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Survey Highlights

The following summary of survey highlights is based on the detailed findings of the *Survey of 2002 New Brunswick High School Graduates*, conducted by Market Quest Research on behalf of the Department of Training and Employment Development and the Department of Education.

Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This summary highlights the overall key findings of the study. Readers are encouraged to review the overall written report to obtain a detailed understanding of the findings.

Of the 8,574 individuals who graduated from New Brunswick high schools in June 2002, 4,349 were interviewed for this study. The survey was designed to be representative of the 14 New Brunswick school districts, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

The High School Experience

The vast majority (97%) of respondents completed all of their high school years in the province and most (83%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than six in ten (62%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (89%), earning spending money was their primary motivation for working at that time. Respondents who were employed during their high school years reported working an average of 17.9 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (83%).

Almost all respondents (98%) had attended a high school where at least one type of career development activity or program was available to them and over three-quarters (77%) of all respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (74%), followed by other career development activities (45%), co-op/work experience programs

(31%), and youth apprenticeship programs[1] (13%). It appears that career development programs had significant influence on participants' decisions; co-op/work experience programs (71%) had the most influence[2] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (58%). Career development activities had less influence (other career related activities (53%) and career days/fairs/workshops (51%)).

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, more than two-thirds (69%) of respondents said they had expected to pursue post-secondary education or training immediately after graduation, while 22% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, 1% had expected to travel, start their own business, or join the military, and the remaining 4% were unsure. At the time of the study, 82% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[3] expectations had been for their post-secondary activities. Nearly six in ten (59%) respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. One-third (34%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 7% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%) or to go to work first and pursue post-secondary studies at a later time (6%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation. Based on the responses, personal interests appeared to play the biggest role in the respondents' path following high school (91%)[4]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (78%), enjoyment of a particular course at high school (69%) and the expectation of financial rewards (67%) were important factors in their decision making process. Less influential factors included family and/or community ties (57%), the course or mark requirements for different programs (55%), and the language of instruction at an institution (44%).

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[1] Francophone districts do not offer youth apprenticeship programs.

[2] Influence: Includes "a lot of influence" or "some influence".

[3] Parent: Includes parent/guardian throughout.

[4] Influence: Includes "a lot of impact" or "some impact".

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (80%) and teachers (64%) had the greatest influence[5] on their decisions, followed by friends and peers (51%), role models (47%), and guidance counselors (46%). Respondents were not as influenced by university or college representatives (36%), brothers or sisters (35%), other relatives (30%), and government representatives (10%).

Preparation for Future Endeavors

Nearly two-thirds (63%) of respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 83% felt that high school provided them with the kind of academic preparation they needed to pursue such endeavors. In addition, 78% of respondents felt that their high school years provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 76% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of providing them with the necessary work-related skills.

Four in five respondents (80%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (61%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (25%), parents/guardians (20%), and university or college representatives (14%) as sources of information.

Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 74% of respondents had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, more than three-quarters (76%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 16% were currently in the process of completing their first year of studies at the time of the survey.

Respondents who had attended a university reported the highest completion rate of their first year (85%) as compared to those who had attended a private training institution (67%) or a community college (58%). When those in the process of completing their first year of studies were included, however, the numbers became more comparable: 28% of respondents who had attended a community college were still completing their first year at the time of survey, for a total of 86% either completed or in progress; 24% of those attending a private training institution were completing their first year for a total of 91%; and 10% of those who had attended a university were completing their first year, for a total of 95%. Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole.

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[5] Influence: Includes "a lot of impact" or "some impact".

This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (56% or n=2420);
- respondents who had not yet attended a post-secondary institution (26% or n=1120);
- respondents who had attended a post-secondary institution and discontinued studies (10% or n=437); and
- respondents who had attended a post-secondary institution and fully completed their program (8% or n=374).

Respondent Mobility

Overall, the vast majority of respondents (88%) were still residing in New Brunswick at the time of the survey. Of those who had remained in the province, 52% had done so to attend an educational institution, while 48% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 26% were unsure, 37% indicated they would leave, and the same proportion said they were unlikely to leave.

Of those who had migrated outside the province, 80% had relocated to attend an educational institution, while 20% had moved for family or personal reasons, to travel, or to find employment and make more money. When asked if they were likely to return to New Brunswick, 30% said they were unlikely to return, 41% indicated they would return, and 29% were unsure.

Of those who were attending an educational institution outside New Brunswick at the time of the survey, a large majority (78%) were university students. In all, 19% of the respondents from the 2002 graduating class who were attending a university at the time of the survey had left the province to do so.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

The Post-Secondary Education Experience

Post-Secondary Profile

The *Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 56% of respondents were engaged in post-secondary studies.

Nearly three quarters (72%) of respondents who were pursuing post-secondary education were attending a university, 22% were attending a community college and the remaining 6% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (27%), business administration/commerce (17%), or science (16%). Furthermore, the majority (83%) of respondents said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (66%) or a diploma (24%). The remaining respondents said that they would receive a certificate (9%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (27%), while a further 22% said they intended to attain a Master's degree, 8% planned to earn a PhD/Doctorate and a further 7% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on their responses, it appears that the availability of a desired program was the factor with the greatest influence[6] on their decision concerning their current choice of post-secondary institution (78%). Second to this, respondents cited family influence and support (74%), the reputation of the institution or program (73%), and the location of the institution (68%) as important factors.

The factors that appeared to have had the *least* influence on the respondents' decision included contact with a recruiter representing an institution (35%), the extracurricular activities available (34%), being offered a scholarship by the institution (34%), and not being accepted by an institution of first choice (7%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods of payment included student loans (42%), family financial support (35%), and personal savings (32%).

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[6] Influence: Includes "a lot of impact" or "some impact"

Confidence in Securing Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (81%) felt confident[7] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, should they so desire.

The Employment Experience

Overall, 44% of respondents were *not* attending a post-secondary institution at the time of the study. Although not currently attending, 42% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 46% reported successfully completing the entire program and 54% reported discontinuing their studies.

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 91% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% were not. Of those respondents in the labour force, 78% were employed and 22% were unemployed.

Employed respondents reported working an average of 37.1 hours during the reference week and earning an average hourly wage of $8.78. In addition, employed respondents most often (52%) reported working in sales and service occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career and financial issues appeared to be the factors with the greatest influence[8] on their decision (58% each), followed by being currently employed (40%) and entrance requirements (39%). Factors that had less influence on this decision included a program of interest not being available in one's area (28%), being wait-listed for a limited enrollment program (17%), and a program not being available in a preferred language (12%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies were asked why they had made this decision. Most frequently, respondents reported that they had lost interest in the program (21%), they had taken a break from rather than discontinued studies (20%), or the program was not what they had expected (20%).

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[7] Confidence: Includes "very confident" or "somewhat confident".

[8] Influence: Includes "major impact" or "minor impact".

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 75% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 87% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 43% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

Conclusions and Recommendations

The following conclusions and recommendations are based on the detailed findings of the *Survey of 2002 New Brunswick High School Graduates*, and are presented for the reader's review.

1. **The results are encouraging - a large percentage of students have attended a post-secondary institution, or plan to attend one in the future.**

   Three-quarters of respondents had attended post-secondary studies at some point since their graduation from high school in June 2002. Of those who had not yet attended, three-quarters planned to attend in the future, which if realized would result in 94% of respondents continuing their education.

2. **Overall, several interesting differences exist with regards to respondents who had attended a post-secondary institution since graduating in June 2002 and those who had not yet attended a post-secondary institution.**

   Those respondents who had attended a post-secondary institution were more likely to be female (attended: 58%; not yet attended: 40%); have earned marks of 80% or above during high school (attended: 54%; not yet attended: 15%); participated in career development programs and activities during high school [youth apprenticeship program (attended: 14%; not yet attended: 11%); career days/fairs/workshops (attended: 77%; not yet attended: 65%); other career development activities (attended: 48%; not yet attended: 38%)]; used the services of a guidance counselor (attended: 55%; not yet attended: 45%); have at least one parent/guardian with some post-secondary education (attended: 62%; not yet attended: 32%); and have lived in a home with a higher annual household income (attended: 44% with household income of $40,000 or greater; not yet attended: 25% with household income of $40,000 or greater).

3. **Respondents who pursued post-secondary studies exhibited high rates of completion of their first year of studies.**

   A large majority (92%) of respondents who had attended a post-secondary institution following high school either completed (76%) or were in the process of completing (16%) their first year of studies at the time of the survey. Furthermore, the vast majority of respondents who were attending a post-secondary institution at the time of the survey expected to complete their current program of studies. Respondents who attended a university reported the highest completion rate of their first year (85%), followed by respondents who attended a private training institution (67%), and those who attended a community college (58%). However, it should be noted that 28% of respondents who attended a community college, 24% of respondents who attended a private training institution, and 10% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

4. **Providing students with more information about their post-secondary options will assist them in making educated and informed decisions about their future and will aid in the transition to their post-high school activities.**

   For the most part, respondents expressed satisfaction with the career information they received during high school: 80% stated that they had received sufficient advice to make an informed decision regarding post-secondary options. However, it appears that some respondents may not have been fully aware of their options after high school, and perhaps needed more time after graduation to explore potential opportunities. In particular, respondents who had never attended a post-secondary institution cited indecision on a career as a barrier to post-secondary studies (58%).

   In addition, the majority of respondents (61%) who indicated that they had planned to delay their post-secondary education after high school were still pursuing other activities at the time of survey and had not yet engaged in post-secondary studies. Furthermore, a large group of these respondents who entered the workforce following graduation from high school were employed in the low-wage retail trade industry (32%). Without some level of post-secondary education, the likelihood of students remaining in these low-income jobs is high. Providing more information on options during high school might encourage more students to pursue post-secondary studies immediately following graduation.

5. **Students should be encouraged to make use of guidance counselor services as a valuable source of information.**

   Guidance counselors were cited as a key source of information regarding post-secondary and other career options (61%), and the majority (83%) of those who availed themselves of these services were satisfied[9] with the help they received. However, only one in five respondents (18%) reported using these services on a frequent basis. Moreover, females (92%) were more likely to seek a guidance counselor than males (87%) and those who had attended a post-secondary institution (55%) were more likely to have taken advantage of guidance counselor services than those who had not yet attended a post-secondary institution (45%). Increased contact with a guidance counselor could provide students with more information on their post-secondary options, helping them to make an informed decision about the future.

6. **Information on post-secondary options should be conveyed through a variety of sources.**

   Timely, relevant information on post-secondary and career options should be made available to students as early as grade 9 (28% considered potential career options in grade 9 or earlier), and this education should continue throughout the high school years. Respondents' decision about what to do after high school was often influenced by a number of individuals including parents and guardians (80%), teachers (64%), friends/peers (51%), role models (47%), and guidance counselors (46%). Throughout this survey, it was evident that parents/guardians had a strong influence on the post-graduation activities of their child.

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[9] Satisfied: Includes "very satisfied" or somewhat satisfied".

For example, the expectations that parents held often corresponded with the route the child took after completion of high school. Indeed, information on post-secondary options and careers should be made available not only in the school environment, but to family members and friends, to whom respondents might look for guidance and direction on their future path.

7. **Students should be encouraged to partake in career development activities and programs.**

Although participation in co-op/work experience and youth apprenticeship programs was low (31% and 13% respectively) compared to career days/fairs/workshops and other career related activities (74% and 45% respectively), co-op/work experience programs appeared to bear the most influence[10] on respondents' post-secondary decisions (71%), followed by youth apprenticeship programs (58%) (if available), other career related activities (53%), and career days/fairs/workshops (51%).

Furthermore, respondents who participated in a career program in high school and attended a post-secondary institution reported a strong relationship between their high school co-op/work experience (direct: 37%; indirect: 29%) or youth apprenticeship program (direct: 19%; indirect: 26%) and their current post-secondary program. This indicates that long-term career development programs in particular may help to guide students on their post-secondary path.

8. **Providing students with information regarding educational and job opportunities within New Brunswick may help to encourage students to remain in the province.**

A significant percentage (45%) of respondents had migrated or planned to migrate out of the province in the future. Of the respondents who resided in New Brunswick at the time of the survey, nearly two-thirds (63%) were planning to leave in the future or were unsure whether they would stay. Of those who had migrated outside the province, over half (59%) were not planning to return or were unsure whether they would return to New Brunswick.

Students who were planning to leave the province, in addition to those who had already left, were motivated to do so because of increased job and educational opportunities, and higher wages elsewhere. In addition, less than one-half (44%) of respondents who were attending a post-secondary institution at the time of the study were "very confident" in their ability to find employment in the province after they completed their program of studies. In fact, respondents who attended university (39%) were less likely to be "very confident" in securing employment in New Brunswick than were students who attended a community college (59%) or private training institution (50%).

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[10] Influence: Includes "a lot of influence" or "some influence".

9. Schools should teach a wider range of skills.

Although the majority of respondents indicated that they felt prepared for their future endeavors (study habits: 63%; academics: 83%; life skills: 78%; workforce: 76%), a proportion of students felt that high school did not adequately prepare them for future endeavors with respect to study habits, academic preparation, life skills, and workforce preparation. More specifically, respondents who attended university felt less prepared than did college or private training institution students with regards to study habits (51% and 73% respectively), academic preparation (80% and 87% respectively), and life skills (75% and 78% respectively).

High schools should try to incorporate workshops focused on issues such as improving study skills, budgeting skills, communications, research skills, time management skills, and job finding skills into the regular curriculum. Such changes would help students feel more prepared for whatever path they choose following graduation from high school.

Study Background and Methodology

Introduction

During early 2004, on behalf of the Department of Training and Employment Development and the Department of Education, Market Quest Research designed and conducted a *Survey of 2002 New Brunswick High School Graduates*, approximately twenty months following graduation. This survey was designed to assess various issues including an evaluation of the high school experience, expectations and motivation to pursue post-secondary education and training, type of post-secondary education and training pursued, labour force activity, mobility of graduates, as well as other areas of interest. The findings from this study will provide stakeholder organizations with strategic planning information, and will assist them in their efforts to evaluate the programs and services they currently offer.

Study Background

For many years, the post-graduate activities of New Brunswick Community College graduates as well as graduates of Maritime universities have been tracked via follow-up surveys. To date, however, New Brunswick has not conducted a comprehensive follow-up survey of high school graduates. As the province is committed to utilizing empirically based data to guide the evaluation and planning of programs and services, this high school graduate survey will no doubt provide a more complete depiction of the activities of high school graduates following graduation in 2002.

The objectives of this study focused on obtaining information on high-school graduates' activities since graduation. More specifically, the follow-up survey was designed to:

- assess graduates' high school experience;
- explore graduates' post-secondary experience;
- determine the characteristics and activities of graduates who had not pursued post-secondary education and training to date;
- determine the characteristics and activities of graduates who had completed or discontinued their post-secondary education and training;
- assess preparation for post-secondary activities;
- determine mobility of graduates; and
- develop a demographic profile of 2002 high school graduates.

To obtain this information, the research methodology discussed in the following section was employed.

Study Methodology

Sample Design and Sample Selection

The sampling unit for this study was defined as an individual who graduated from the New Brunswick high school system in June 2002. The sampling frame was formed from the list of graduates and contact information provided by the Department of Education. To obtain a representative sample, a census of 2002 high school graduates was conducted. The table below presents the sampling methodology utilized for the *2002 Survey of New Brunswick High School Graduates*, as well as the margin of error applicable to each school district and sector. Of the 8,574 individuals who graduated from high schools in the province in 2002, a total of 4,349 interviews were completed in the fourteen school districts, representing an overall 51% response rate. To ensure that the sample results were representative of the population of 2002 graduates by district, weights were applied to the data at the district level.

	Population: 2002 Graduates		Unweighted Sample			Weighted Sample		
School District (Strata)	**n**	**% of Pop.**	**n**	**% of Sample**	**Resp. Rate**	**n**	**% of Sample**	**Margin of Error**
Anglophone	**5,902**	**68.8%**	**3,165**	**72.8%**	**53.6%**	**2,992**	**68.8%**	**± 1.19%**
02	1,071	12.5%	603	14.0%	56.3%	540	12.4%	± 2.64%
06	825	9.6%	430	9.9%	52.1%	417	9.6%	± 3.27%
08	827	9.6%	386	8.9%	46.7%	417	9.6%	± 3.64%
10	302	3.5%	163	3.7%	54.0%	154	3.5%	± 5.22%
14	691	8.1%	376	8.6%	54.4%	354	8.1%	± 3.41%
15	328	3.8%	158	3.6%	48.2%	167	3.8%	± 5.62%
16	541	6.3%	293	6.7%	54.2%	275	6.3%	± 3.88%
17	351	4.1%	205	4.7%	58.4%	178	4.1%	± 4.42%
18	966	11.3%	551	12.7%	57.0%	490	11.3%	± 2.74%
Francophone	**2,672**	**31.2%**	**1,184**	**27.2%**	**44.3%**	**1,359**	**31.2%**	**± 2.13%**
01	476	5.6%	234	5.4%	49.2%	245	5.6%	± 4.57%
03	619	7.2%	274	6.3%	44.3%	313	7.2%	± 4.42%
05	472	5.5%	186	4.3%	39.4%	238	5.5%	± 5.60%
09	654	7.6%	293	6.7%	44.8%	331	7.6%	± 4.26%
11	451	5.3%	197	4.5%	43.7%	232	5.3%	± 5.25%
Sample Size	**8,574**	**100.0%**	**4,349**	**100.0%**	**50.7%**	**4,351**	**100.0%**	**± 1.04%**

Survey Instrument

Market Quest Research developed the survey in close consultation with representatives of the Department of Training and Employment Development and the Department of Education. All terminology and language used in the questionnaire was clearly defined and approved prior to commencement of the study. The survey averaged 15 minutes in length. To ensure consistency of results, a reference week of January 4th to January 10th, 2004 was established for the collection of all employment related information. A copy of the questionnaire can be found in Appendix A.

Pre-test

As part of our stringent quality control approach, Market Quest conducted a pre-test of the survey instrument used in this study. This pre-test ensured confirmation of the survey length, an efficient and effective flow of information, and identified any untapped data collection opportunities. Upon receipt of final client approval of the questionnaire, a pre-test of 15 graduates from the anglophone sector and 15 graduates from the francophone sector was conducted. Following this pre-test, required changes to the questionnaire were suggested to the client and a second version of the survey instrument was finalized prior to proceeding with full data collection efforts.

Survey Administration

Telephone interviews were conducted for this project using a computer-assisted data collection system (CATI). The survey was administered in both of New Brunswick's official languages with respondents being given the opportunity to complete the survey in the language of their choice. Unlimited callbacks were conducted in an attempt to attain the highest response rate possible. For those graduates deemed unreachable, various methods of sourcing phone number/contact information were utilized including Internet search engines such as Canada 411, Whitepages.com, and AnyWho.com, as well as phone books. Interviews were conducted for this study between January 16th and March 17th, 2004. A summary of call results can be found in Appendix B.

This Report

This report summarizes the findings of the *Survey of 2002 New Brunswick High School Graduates*. To provide a comprehensive overview of the study results, this report is organized as follows:

- Detailed Findings- Total Province
- Detailed Findings- Anglophone Sector
- Detailed Findings- Francophone Sector
- Summary of findings for each of the fourteen school districts
- Appendices

It should be noted that researchers surveyed a representative sample of 2002 New Brunswick high school graduates based on school district, school, and gender. However, as participation in this study was completely voluntary, self-selection may have biased the results. For example, graduates who achieved higher grades in high school may have been more willing to discuss these experiences in a survey. These students may also have been more likely to pursue a post-secondary education. Such self-selection biases could affect the entire data set, resulting in skewed interpretations of the results. Therefore, the findings of this study may be extended to respondents in this study only, as opposed to *all* 2002 high school graduates. Note the use of the word "respondent" in the report instead of the more general "graduate". Notwithstanding this, the present research has much merit as a pilot project providing insight into the post-secondary activities of New Brunswick High School graduates, and it provides a solid foundation for future research in this area.

All data analysis was conducted using the SPSS 11.5 statistical software. Cross-tabulations and other statistical analysis were completed on all survey data and, when insightful to the purpose of this study, the results of this analysis are noted throughout the report. To ensure the sample was representative of the population of graduates, the data has been weighted at the district level. All analysis and results presented throughout this report are based on weighted data.

In order to identify differences between segments, statistical tests of significance have been completed at the 90% confidence level. Essentially, when comparing percentages drawn from different populations, a statistical test of proportions allows us to say with confidence that any apparent difference between the two percentages is "statistically real" or "significant". (What may seem to be a difference between percentages may simply be the result of sampling error or the margin of error associated with the sample size and not a real or significant difference in the study results). Throughout this report, significant differences are noted either in the text or in the tables by gray shading when deemed to provide value to the study. Where this occurs, we can say that we are 90% confident that the difference between the percentages in question are "significant" or real and not simply due to uncontrollable sampling error.

Throughout this report, readers should exercise caution when reading and interpreting results based on sample sizes of 30 or lower. In particular, the sample sizes for some questions at the district level are extremely small. Furthermore, readers should note that responses of less than 2% are noted as "Other Mentions" in all charts and tables.

The National Occupational Classification (NOC) and North American Industry Classification System (NAICS) codes were used to classify all employment related information in this study. For the reader's reference, a glossary of terms and classifications can be found in Appendix C.

Section A: Overall Province

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. The following section of this report presents the detailed findings across all school districts in New Brunswick. Of the 8,574 individuals who graduated from high schools in the province in June 2002, 4,349 were interviewed for this study (4,351 weighted sample)[11].

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[11] This sample size provides a margin of error of ±1.04% at the 95% confidence level, or 19 times out of 20. Throughout this report, readers should exercise caution when interpreting results and data based on sample sizes of 30 or lower.

2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' assessment of how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during high school.

2.1.1 Number of Years of High School Completed in New Brunswick

The vast majority of respondents (97%) completed all of their high school years in New Brunswick.

Number of Years of High School Completed in New Brunswick

	(n=4351)	% of Respondents
One	20	0.4
Two	35	0.8
Three	90	2.1
Four	4207	96.7

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, nearly three-quarters (74%) of respondents reported that the majority of their marks were between 70% and 89%. Ten percent of respondents earned marks between 90% and 100%. Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all graduates.

When examined by gender, females (53% earned marks of 80% or greater) reported achieving higher marks in high school as compared to their male counterparts (33% earned marks of 80% or greater).

Distribution of Marks in High School

	(n=4351)	% of Respondents
Between 90% and 100%	415	9.5
Between 80% and 89%	1486	34.2
Between 70% and 79%	1709	39.3
Between 60% and 69%	699	16.1
No response/refused	43	1.0

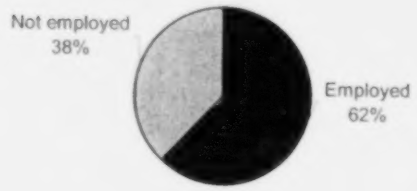
2.2 Employment During High School

Respondents were asked about their employment experiences during high school, including reasons for working, occupation, number of hours worked, and number of years employed.

2.2.1 *Percentage Employed During High School*

Referring only to employment during the school year (from September to June), more than six in ten respondents were employed for wages during their high school years (62%). A significantly higher percentage of females were employed during their high school years compared to males (57% and 39%, respectively).

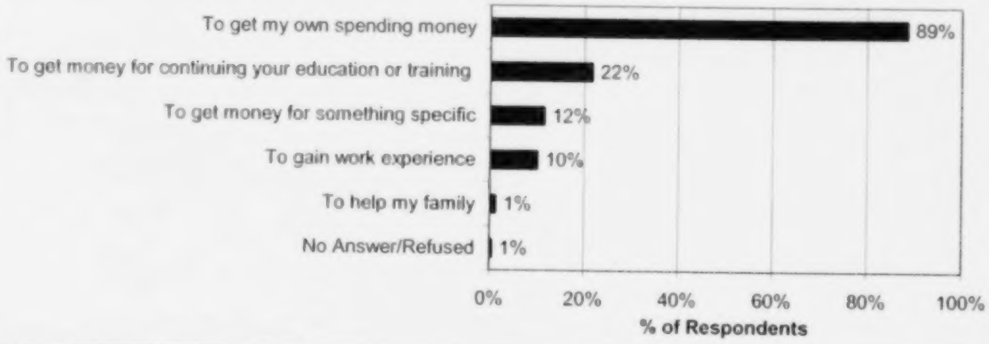
Employment During High School Years
(n=4351)



2.2.2 *Motivations for Working*

For nearly nine of ten respondents, the desire to obtain spending money was cited as a reason for working during high school (89%). Second to this, 22% of these respondents indicated that they worked to obtain money for continuing their education or training beyond high school.

Motivation for Working During High School Years*
(n=2696)



*Multiple responses allowed

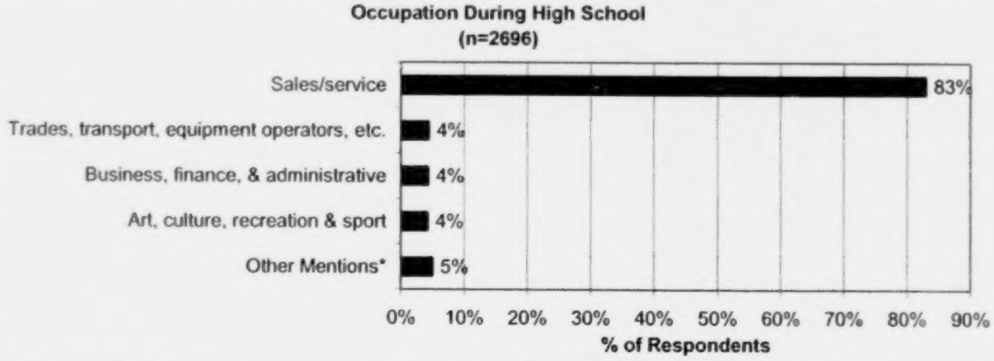
2.2.3 *Number of Years Employed*

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (83%) and/or grade 12 (91%). As illustrated in the table below, the likelihood of employment increased as respondents moved from grade 9 to grade 12.

Employment During High School		
	(n=2696)	% of Respondents
During grade 9	672	24.9
During grade 10	1549	57.5
During grade 11	2249	83.4
During grade 12	2450	90.9

2.2.4 *Occupation*

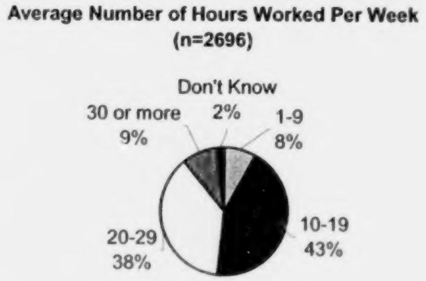
Of the respondents employed during high school, the vast majority (83%) worked in sales and service occupations.



*Throughout this report, "Other Mentions" refers to responses of less than 2%.

2.2.5 *Number of Hours Worked*

On average, respondents who were employed during high school worked 18 hours per week. Overall, the vast majority of these respondents (89%) worked part-time.



2.3 Participation in Career Programs and Activities

As part of this study, respondents' exposure to and participation in career development activities or programs during high school was assessed. Almost all respondents (98%) attended a high school where at least one type of career development activity or program was available to them and slightly more than three-quarters (77%) of all respondents participated in such an activity or program during their high school years. It appears that career development programs had significant influence on participants' decisions: co-op/work experience programs (71%) had the most influence[12] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (58%). Career development activities had less influence (other career related activities (53%) and career days/fairs/workshops (51%)).

When participation in career development activities was examined by type of post-secondary institution attended, one notable difference was found. Respondents who attended a private training institution were more likely to have participated in a co-op program (45%), compared to those who attended a community college (33%) or university (26%).

2.3.1 *Co-op Education/Work Experience Program*

Over nine out of ten respondents (91%) indicated that a co-op/work experience program was offered at their high school, and approximately one-third (31%) of these respondents reported participation in the program. Of those who participated in the program, 71% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program

	(n=1239)	% of Respondents
A lot of influence	524	42.3
Some influence	360	29.1
Not much influence	161	13.0
No influence	186	15.0
No response/refused	8	0.6

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[12] Influence: Includes "a lot of influence" or "some influence".

2.3.2 *Youth Apprenticeship Program*

Overall, 62% of respondents reported that a youth apprenticeship program[13] was offered at their high school and 13% of these respondents reported participating in this program. Of those who participated, 58% felt the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program

	(n=239)	% of Respondents
A lot of influence	60	24.9
Some influence	80	33.5
Not much influence	51	21.5
No influence	48	20.1

2.3.3 *Career Days/Fairs/Workshops*

For the majority of respondents (87%), career days/fairs/workshops were offered at their high school. Of those with such activities available, approximately three-quarters (74%) reported participation, while 51% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops

	(n=2803)	% of Respondents
A lot of influence	489	17.4
Some influence	937	33.5
Not much influence	732	26.1
No influence	639	22.8
No response/refused	6	0.2

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[13] Francophone districts do not offer youth apprenticeship programs.

2.3.4 *Other Career Development Related Activities*

Approximately four in ten respondents (38%) reported that other career development related activities were offered at their school and nearly half (45%) of these respondents reported participation in those activities. In total, 53% of participants reported the activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Other Career Development Related Activities		
	(n=754)	% of Respondents
A lot of influence	128	17.0
Some influence	275	36.4
Not much influence	210	27.9
No influence	137	18.2
No response/refused	4	0.5

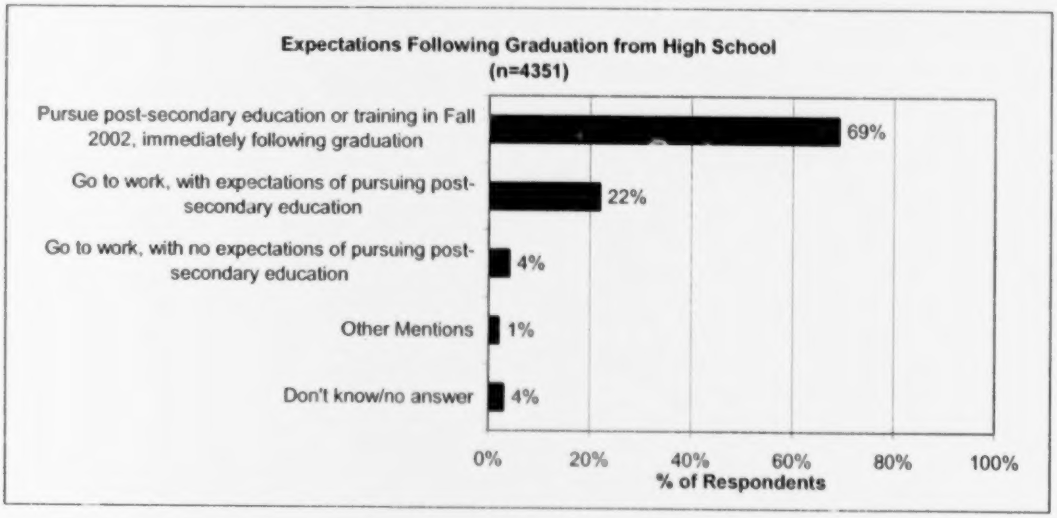
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning following graduation from high school, including career goals, parents'[14] expectations, planned field of study, and sources of information for planning.

2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly seven in ten respondents (69%) expected they would pursue post-secondary education or training immediately following graduation from high school. At the time of the survey, 82% of all respondents who during high school had held clear expectations of what they would do after graduation felt they were actually doing what they had expected.

Respondents' expectations for themselves following graduation from high school were compared to their actual post-secondary activities. It was found that, at the time of the survey, 91% of those respondents who had expected to pursue post-secondary studies immediately following graduation had indeed attended a post-secondary institution. Furthermore, 39% of those respondents who had planned to work and pursue post-secondary studies later had, in fact, attended a post-secondary institution since graduating from high school while the remaining 61% had pursued other activities. Lastly, of those who had not intended to pursue post-secondary studies at all after graduation, approximately one-fifth (21%) had in fact attended a post-secondary institution at some point since graduation while the remaining 79% had pursued other activities.



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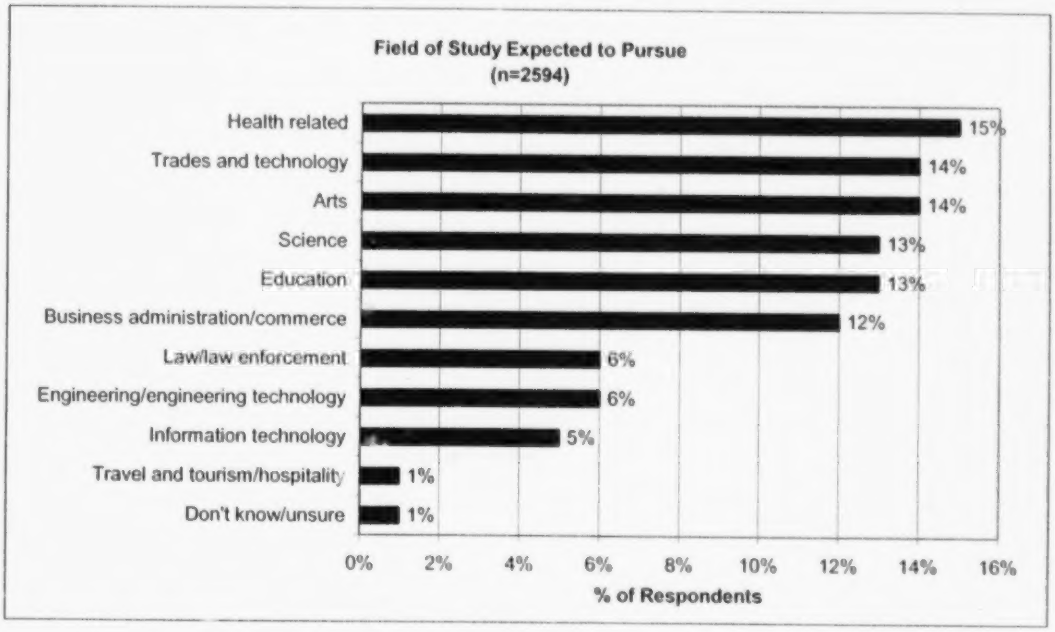
[14] Parent: Includes parent/guardian throughout this report.

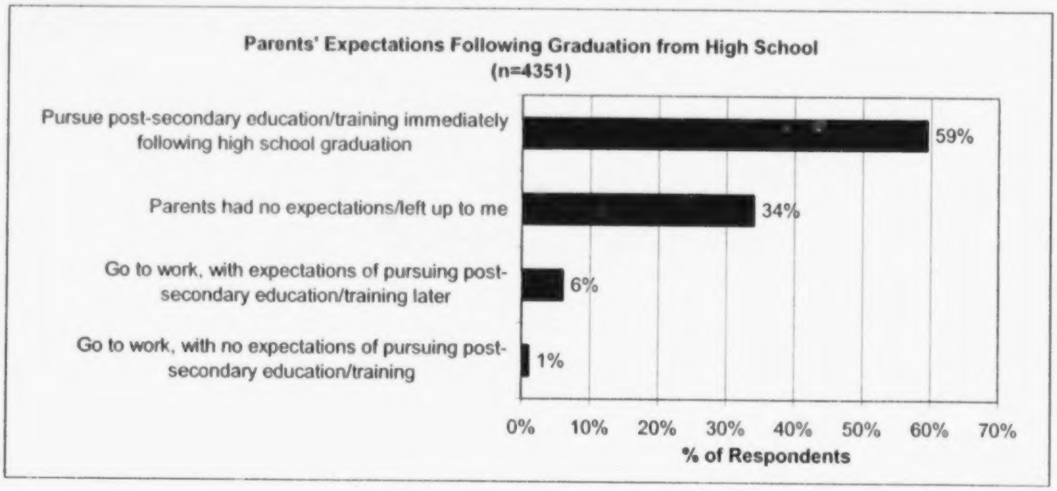
Approximately two-thirds of respondents (66%) whose expectations involved post-secondary education had decided, during their high school years, what field of study they wanted to pursue following graduation. The most common fields mentioned were health (15%), trades and technology (14%), arts (14%), science (13%), and education (13%). In fact, the majority of respondents (68%) who were attending a post-secondary institution at the time of the survey were pursuing their chosen field of study.



2.4.2 *Parents' Expectations for Children Following Graduation from High School*

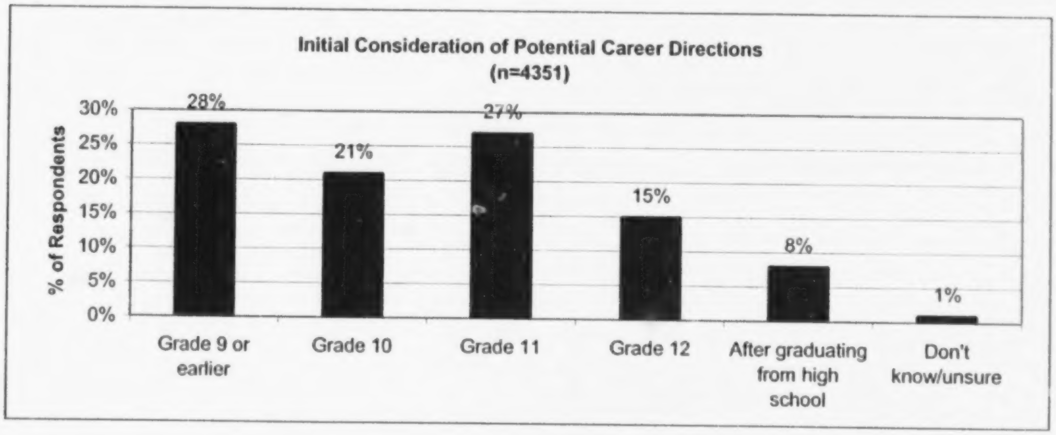
The majority (59%) of respondents reported their parents had expected them to pursue post-secondary education/training immediately following graduation. Approximately one-third (34%) of respondents felt that their parents/guardians had had no clear expectations for them following high school but rather left the decision to them.

Parents' expectations tend to play a role in the future pursuits of high school graduates. The majority of respondents (88%) whose parents had expected them to pursue post-secondary studies or training had in fact attended a post-secondary institution since graduation. Of those respondents who felt their parents had no clear expectations of them, only 60% had pursued post-secondary studies at the time of the survey.



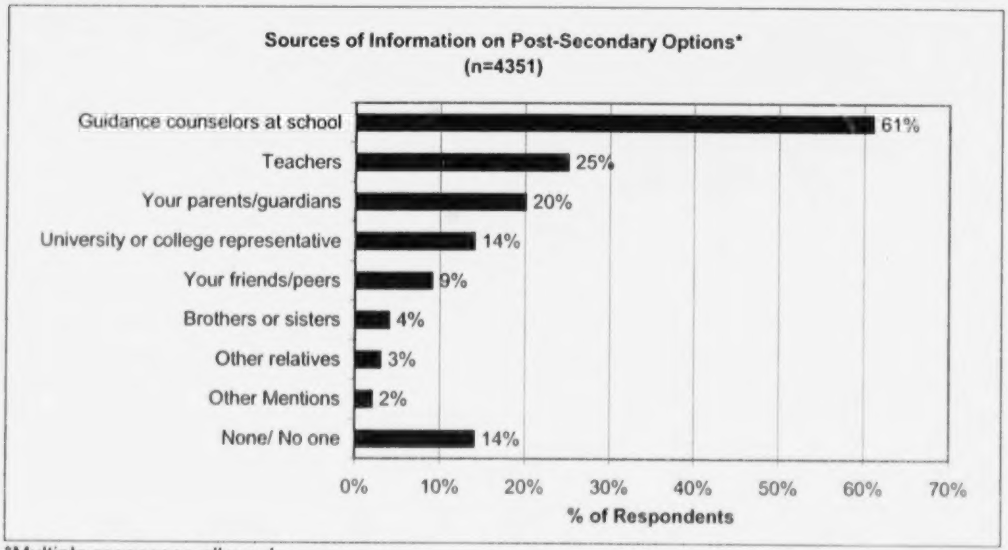
2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (91%), predominately before grade 12 (76%). In fact, 49% of respondents had started to consider career options as early in their high school experience as grade 9 (28%) or grade 10 (21%). When examined by gender, it was revealed that females (55% grade 10 or earlier) had started to consider potential career directions earlier than males (42% grade 10 or earlier).



Four of five respondents (80%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (61%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (25%) and parents (20%) as sources of information.

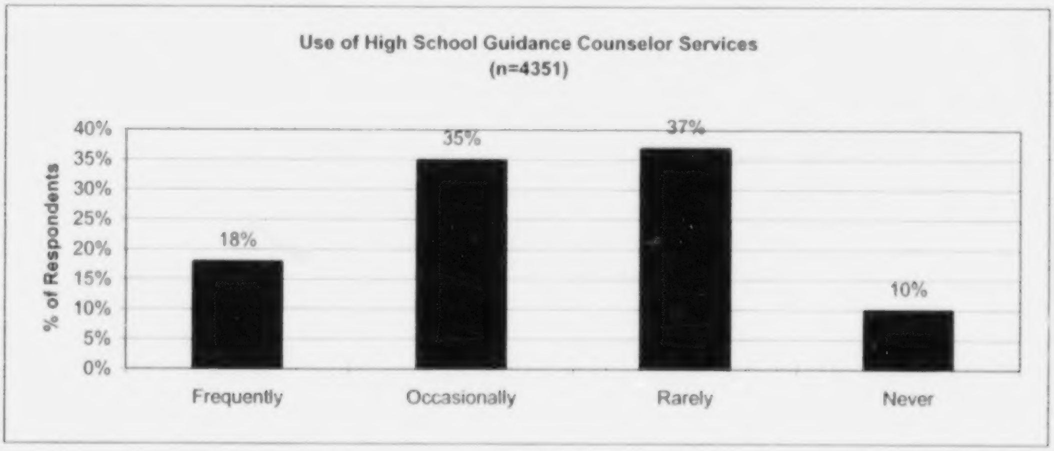
It is interesting to note that respondents who attended a university (23%) were significantly more likely to cite parents/guardians as a source of information, compared to those respondents who attended another type of institution (16% community college, 17% private training institution).



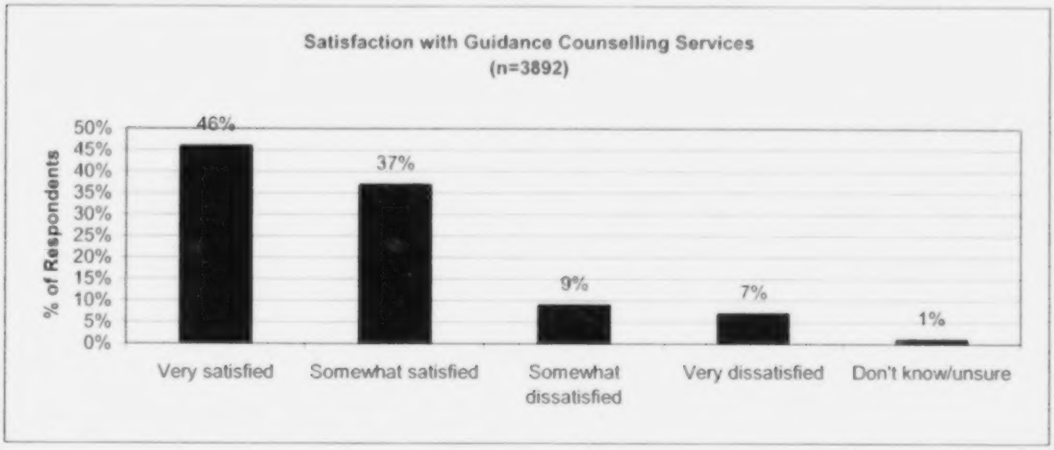
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost all respondents mentioned they had employed guidance counselor services during high school (90%), with the majority (72%) having used these services on an occasional (35%) or rare (37%) basis. Female respondents were significantly more likely than male respondents to have used guidance counselor services during high school (92% and 87%, respectively). Similarly, females were significantly more likely than males to have used these services on a more frequent basis (60% of females used frequently/occasionally compared to 45% of males).



Of the respondents who had used guidance counseling services during their high school years, the majority of respondents (83%) were satisfied[15] with the services they received.



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[15] Satisfied: Includes "very satisfied" or "somewhat satisfied".

2.4.5 Influences on Post–High School Activities

Respondents were asked to rate eleven factors according to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to play the most significant role in the respondents' path following high school (91%)[16]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (78%), enjoyment of a particular course at high school (69%), expectation of financial rewards (67%), and a creative ability or talent (66%) were important factors in the decision. Factors that played a less prominent role in the decision included the cost of a post-secondary education (58%), family and/or community ties (57%), the course and/or mark requirements for different programs (55%), and the language of instruction at an institution (44%).

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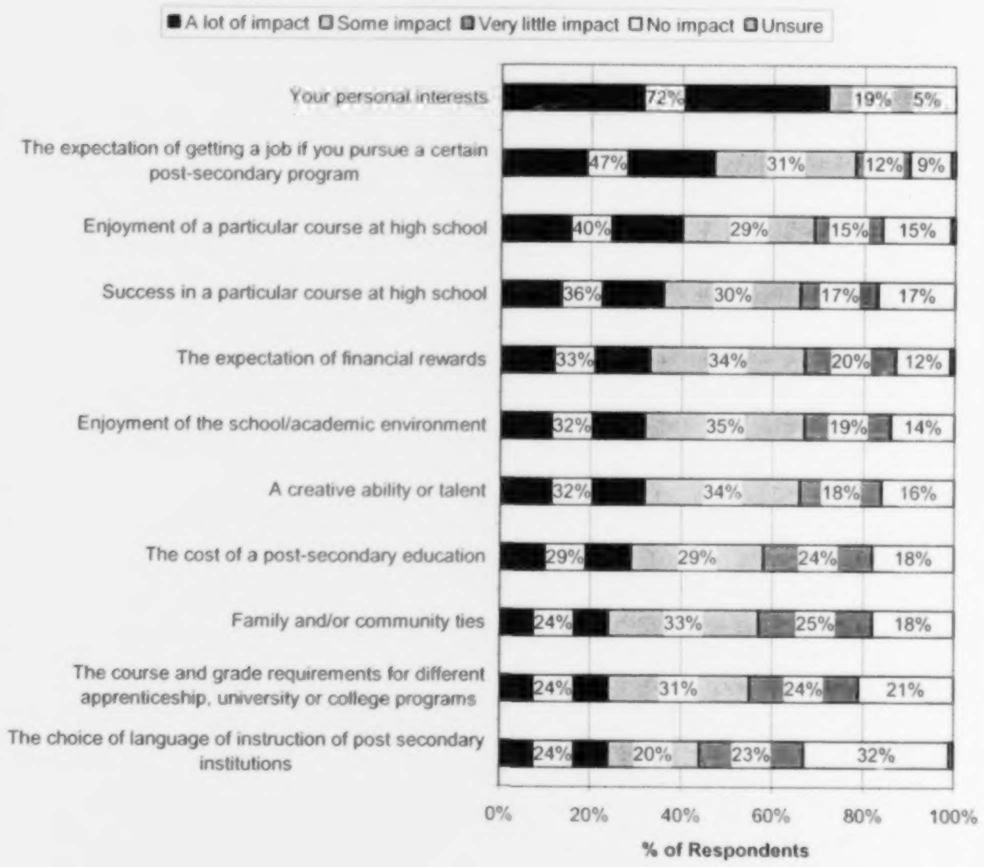
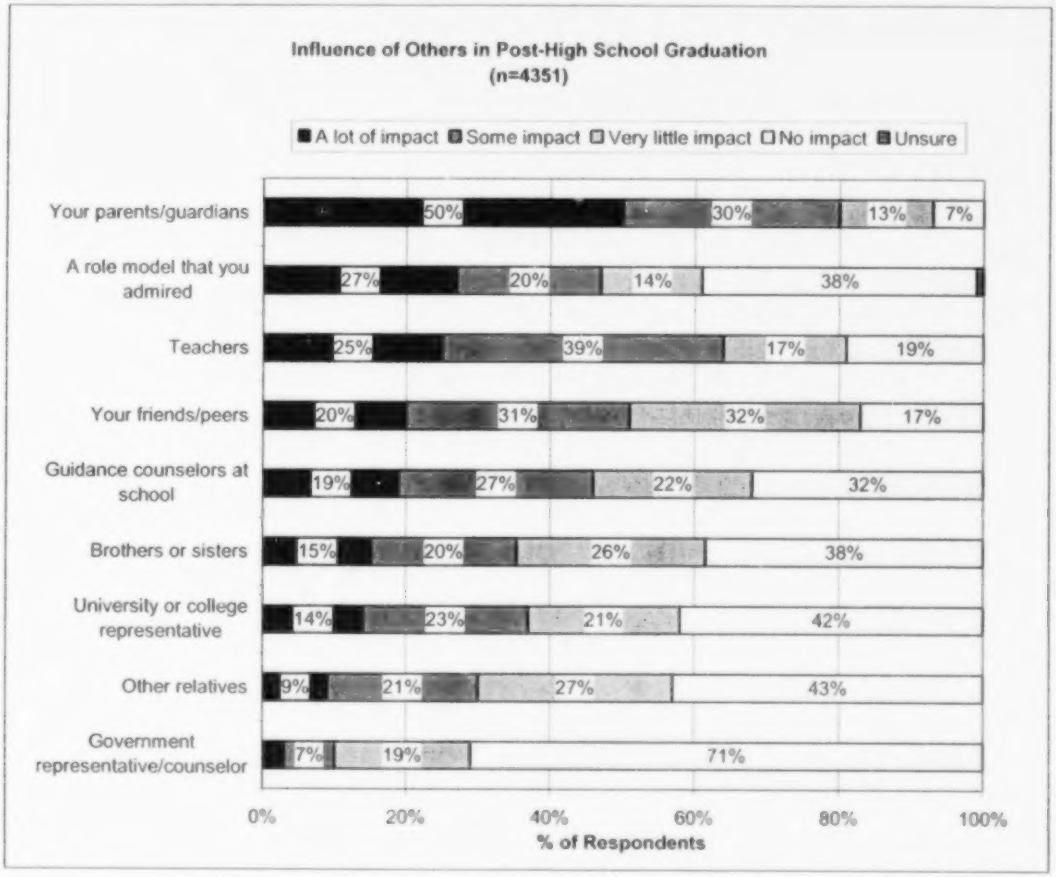
[16] Influence: Includes "a lot of impact" or "some impact".

When examined by gender, females were more likely than males to report a number of factors as having had an impact on their decision to attend post-secondary studies. These factors included: family and community ties (61% and 53%, respectively), the course and mark requirements for different programs (58% and 51%, respectively), the expectation of getting a job by pursuing a certain program (79% and 76%, respectively), personal interests (92% and 88%, respectively), the language of instruction (49% and 39%, respectively) and the enjoyment of the school environment (70% and 61%, respectively).

Influences on Post-High School Graduation Plans
(n=4351)



In addition, respondents were asked to rate the level of influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (80%) had the greatest influence[17] on their decisions, followed by teachers (64%), friends/peers (51%), role models (47%), and guidance counselors (46%). Respondents were not as influenced by university or college representatives (37%), brothers or sisters (35%), other relatives (30%), and government representatives (10%).



2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions on how schools could better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (63%) felt that high school provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (29%) or did so only in part (8%).

---

[17] Influence: Includes "a lot of impact" or "some impact".

When asked to provide suggestions for improvement a wide range of responses were given, with the most commonly mentioned being that high school should be more challenging (20%), there should be more independent work (11%), and that high school should teach study habits/provide study workshops (9%).

Suggestions for Improvement-Study Habits*

	(n=1598)	% of Respondents
More challenging/greater workload/higher standards	317	19.8
Emphasize independent work/less babying	173	10.8
Teach study habits/study workshops	150	9.4
Teach more essay writing/reading/research skills	111	6.9
Mirror university style of teaching, testing	105	6.5
Stricter teachers/more discipline	91	5.7
Increase course choices	73	4.6
More relevant course work in general	35	2.2
Other Mentions	239	15.1
Unsure	472	29.5

*Multiple responses allowed

The majority of respondents (83%) felt that high school provided them with the kind of academic preparation needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (11%) or did so only in part (6%).

Respondents who felt they were not prepared academically to pursue post-secondary education were asked to identify how their high school years could have prepared them better. The most common themes identified by respondents were to make high school more challenging (15%), increase course choices (15%), and teach more essay writing/reading/research skills (6%).

Suggestions for Improvement-Adequate Academic Preparation*

	(n=756)	% of Respondents
More challenging/greater workload/higher standards	113	14.9
Increase course choices/more variety/co-op programs	113	14.9
Teach more essay writing/reading/research skills	42	5.6
Mirror university style of teaching, testing	29	3.8
Increase/improve advanced courses or university preparation courses	27	3.6
More study in math	23	3.1
More relevant course work in general	23	3.0
Better teachers/teaching methods/teaching skills	22	3.0
More one on one with teachers/ guidance counselors	18	2.4
Other Mentions	142	18.8
Unsure	243	32.2

*Multiple responses allowed

When asked to reflect on their high school years, 78% of respondents felt that high school provided them with the life skills necessary to pursue post-secondary education or training. The remaining 22% of respondents felt that high school either did not provide these skills (15%) or did so only in part (7%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestion was to increase instruction in life skills (24%), budgeting skills (13%) and time management skills (10%).

Suggestions for Improvement-Life Skills*

	(n=980)	% of Respondents
Offer courses or workshops on life skills	234	23.9
Budgeting skills/financial	131	13.4
Time management skills	98	10.0
Offer more information/classes on life skills	43	4.4
Communications skills	28	2.8
Wider range of courses	28	2.8
More challenging/greater workload/higher standards	27	2.8
Emphasize independent work/less babying	26	2.6
Other Mentions	89	9.0
Unsure	361	36.8

*Multiple responses allowed

It is interesting to note that a significantly higher percentage of males than females felt high school provided them with the kind of study habits needed to pursue post-secondary education (66% and 61%, respectively), adequate academic preparation (87% and 80%, respectively) and adequate life skills (79% and 76%, respectively).

In addition, respondents who had never attended a post-secondary institution were significantly more likely than those who had engaged in post-secondary studies to indicate that high school provided them with the proper study habits (76% and 59%, respectively), academic preparation (85% and 82%, respectively) and life skills (81% and 76%, respectively).

Of respondents who had attended a post-secondary institution, those who had attended a college or private training institution were significantly more likely than those who attended a university to feel that high school provided them with the proper study habits (73% and 51%, respectively), adequate academic preparation (87% and 80%, respectively), and adequate life skills (78% and 75%, respectively).

2.5.2 Workforce Preparation

Referring back to their high school years, 76% of respondents indicated that they were provided with adequate preparation for the workforce, in terms of the necessary work-related skills. The remaining 24% of respondents felt that high school either did not provide these skills (18%) or did so only partially (6%).

In addition, respondents who had never attended a post-secondary institution were significantly more likely than those who had engaged in post-secondary studies to indicate that high school provided them with adequate work-related skills (81% and 76%, respectively).

When asked to identify how high school could have better prepared them for the workforce, the most common response given was to offer courses or workshops on job finding skills (16%), followed by providing more practical experience (5%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=1032)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	160	15.5
More practical experience/application	54	5.2
Provide more information on career choices (job fairs, career days)	38	3.7
Encourage more people to take the co-op program	34	3.3
Increase trade related/work related courses	29	2.8
Make work experience/co-op programs mandatory	27	2.6
Teach more life skills (finance, time management, people)	23	2.2
Better selection of courses	23	2.2
Offer more/better/longer co-op, youth apprenticeship programs	22	2.1
Other Mentions	57	5.6
Unsure	577	55.9

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key objective of this study was to explore graduates' experiences following graduation from high school. When asked about their current life situation, 56% of respondents indicated that they were attending a post-secondary institution at the time of the study, while 44% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from all districts can be classified into four distinct categories:

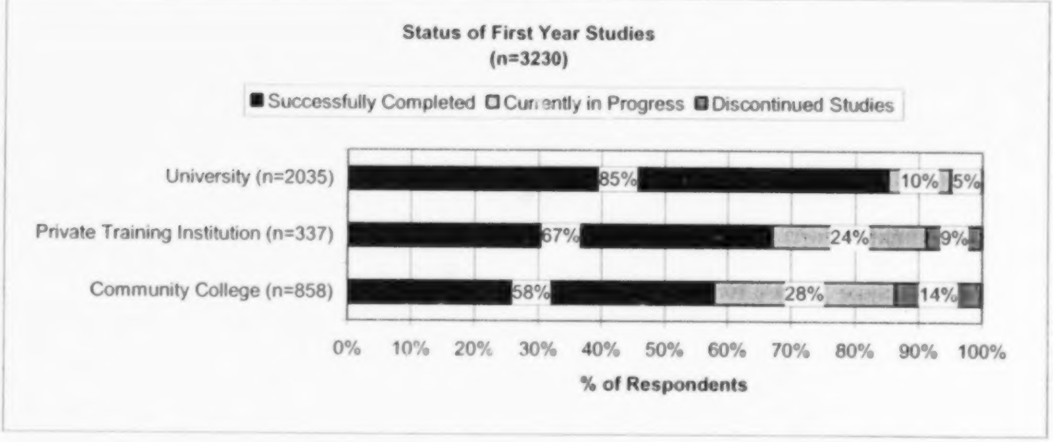
- respondents who were attending a post-secondary institution at the time of the survey (56%);
- respondents who had not yet attended a post-secondary institution (26%);
- respondents who had attended a post-secondary institution and discontinued their studies (10%); and
- respondents who had attended a post-secondary institution and fully completed their program (8%).

3.2 Completion Rate for First Year of Studies

Of the respondents who had attended a post-secondary institution at any time since graduation from high school in June 2002, over three-quarters (76%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one-year program). A further 16% were in the process of completing their first year of studies at the time of survey.

Respondents who had attended a university reported the highest completion rate of their first year (85%) as compared to those who had attended a private training institution (67%) or a community college (58%). When those in the process of completing their first year of studies were included, however, the numbers became more comparable: 28% of respondents who had attended a community college were still completing their first year at the time of survey, for a total of 86% either completed or in progress; 24% of those attending a private training institution were completing their first year for a total of 91%; and 10% of those who had attended a university were completing their first year, for a total of 95%. Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Respondents who received marks of 80% or greater during high school were more likely to have successfully completed their first year of studies (86%) than those respondents who earned marks of less than 80% (63%). Females were more likely (80%) to have completed their first year of studies as compared to males (70%). In addition, respondents with at least one parent with some post-secondary education were more likely to have completed their first year of studies (80%) as compared to those respondents without a parent with post-secondary education (70%).



3.3 Notable Differences - Respondents Who Attended a Post-Secondary Institution

The characteristics and responses of those respondents who had pursued post-secondary studies were compared to those of respondents who had not yet attended a post-secondary institution.

Overall, respondents who had attended a post-secondary institution at some point since graduation in June 2002 were more likely to:

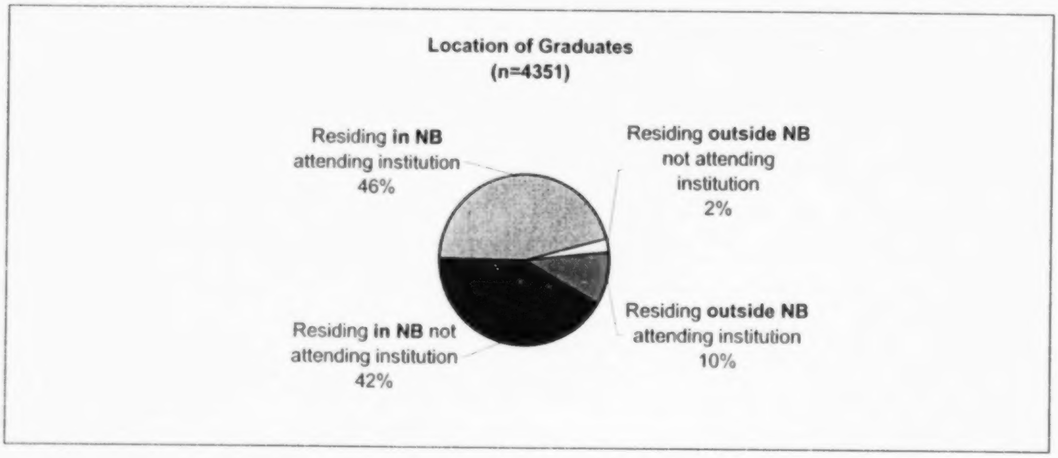
- Have earned marks of 80% or above (54% of respondents who had attended versus 15% of respondents who had not yet attended);
- Have participated in career programs and activities such as a youth apprenticeship program (14% versus 11%), career days/fairs/workshops (77% versus 65%), and other career development activities (48% versus 38%);
- Have used the services of a guidance counselor during high school (55% versus 45%);
- Have at least one parent with some post-secondary education (62% versus 32%);
- Have an annual household income of $40,000 or greater (44% versus 25%); and
- Fall into a younger age category at the time of survey (97% of those who had attended were 19 to 20 years of age versus 85% of those who had not yet attended).

In addition, females (81%) were significantly more likely than males (67%) to have pursued post-secondary education following graduation from high school.

3.4 Mobility of Respondents

Overall, the vast majority (88%) of respondents resided in New Brunswick at the time of the survey. Of those who had remained in the province, 52% had remained to attend an educational institution, while 48% had stayed to pursue another activity. When asked whether they were likely to leave New Brunswick in the future, 26% were unsure, 37% indicated they would leave, and the same proportion said they were unlikely to leave. Females were less likely than males to indicate they would leave the province in the future (35% and 39%, respectively). Those respondents who attended a post-secondary institution after graduation were significantly more likely to anticipate leaving the province (39%), as compared to those who had not yet attended a post-secondary institution (32%).

Of those who had migrated outside the province, 80% had relocated to attend an educational institution, while 20% had moved for family or personal reasons, to travel, or to find employment and make more money. When asked if they were likely to return to New Brunswick, 29% were unsure, 41% indicated they would return, and 30% said they were unlikely to return.



Of those who were attending an educational institution outside New Brunswick at the time of the survey, a large majority (78%) were university students. In all, 19% of the respondents from the 2002 graduating class who were attending a university at the time of the survey had left the province to do so.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for opportunities upon completion of studies. The *Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 56% of respondents were engaged in post-secondary education or training.

Overall, 75% of respondents engaged in post-secondary studies at the time of the study indicated having been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity during the period between high school graduation and enrollment at their current institution. Respondents most commonly indicated that their primary activity was working full-time (51%), attending another post-secondary institution (26%), or working part-time (11%).

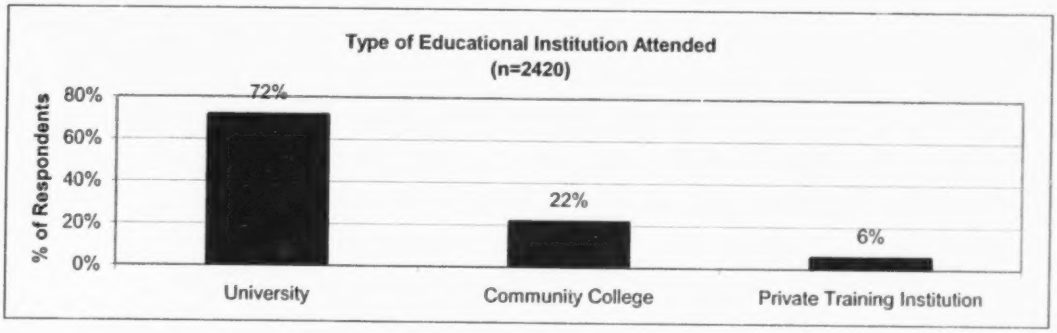
4.2 Selection of Post-secondary Institution

Respondents attending a post-secondary institution were asked to identify the name, type and location of the institution, as well as factors influencing their choice of institution.

4.2.1 Name and Type of Institution

At the time of the survey, the majority of respondents (72%) attending a post-secondary institution were attending a university. The remaining respondents were attending a community college (22%) or private training institution (6%). When examined by gender, it was found that females (77%) were more likely than males (64%) to have attended a university, while males were more likely than females to have attended a community college (30% and 16%, respectively).

It appears that a relationship exists between household income and the type of post-secondary institution respondents attended. Over half of respondents (52%) who attended university reported an annual household income of over $40,000 as compared to those respondents who attended a community college or private training institution (35% each).



At the time of the study, one-quarter of respondents engaged in post-secondary studies were attending the University of New Brunswick (25%), followed closely by a New Brunswick Community College campus (18%), the Univerisité de Moncton (18%), or St. Thomas (10%). The majority of respondents (86%) indicated they were engaged in studies at their institution of choice.

Name of Post-Secondary Institution		
	(n=2420)	% of Respondents
University of New Brunswick	592	24.6
Université de Moncton	439	18.1
NBCC / CCNB	436	18.0
St. Thomas	232	9.6
Mount Allison	95	3.9
Dalhousie	80	3.3
St. Mary's	59	2.4
Other Mentions	488	20.1

4.2.2 Location of Institution

The majority of respondents (83%) were attending a post-secondary institution within New Brunswick, while 17% of respondents attended an institution outside their home province.

Location of Institution

	(n=2420)	% of Respondents
New Brunswick	1,988	82.7
Nova Scotia	228	9.5
Ontario	102	4.3
Other Mentions	101	3.5

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors according to their impact on their decision. The factor with the greatest influence[18] on the respondents' decision of what type of institution to attend was the availability of their desired program (78%). Second to this, respondents cited family influence and support (74%), the reputation of the institution or program (73%), the proximity of the institution to their hometown (68%), and availability of instruction in a preferred language (66%) as important factors.

The factors that had the *least* influence on the respondents' decision included contact by a recruiter from the institution (35%), being offered a scholarship from the institution (34%), the extracurricular activities available at the institution (34%) and not having been accepted by their first choice of institution (7%).

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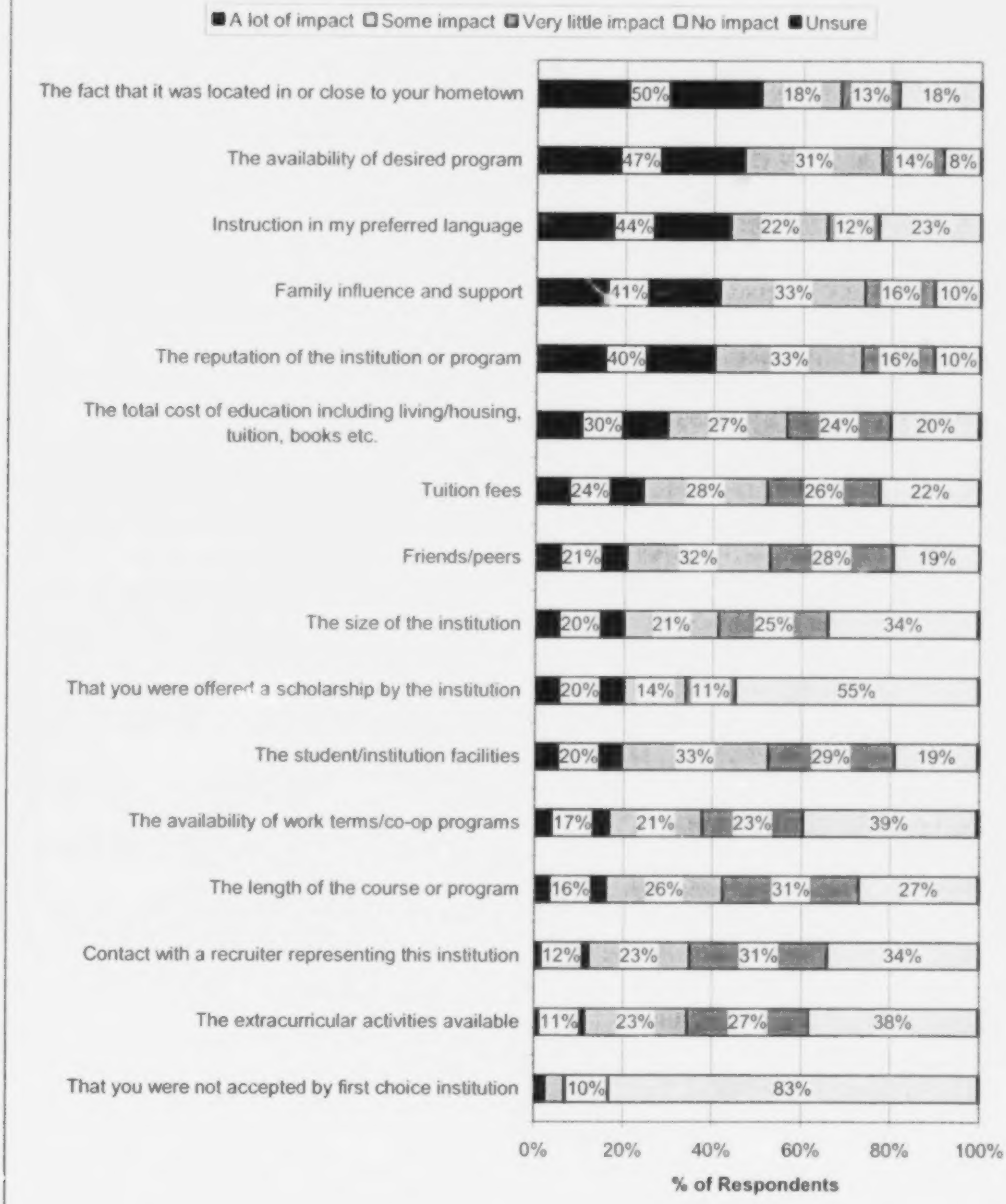
[18] Influence: Includes "a lot of impact" or "some impact"

With the exception of a few factors, including the availability of work terms at an institution, the length of the course or program, and contact with a recruiter, females were more likely than males to indicate that each of the remaining factors had an influence on their decision.

Influences on Type of Institution Chosen
(n=2420)



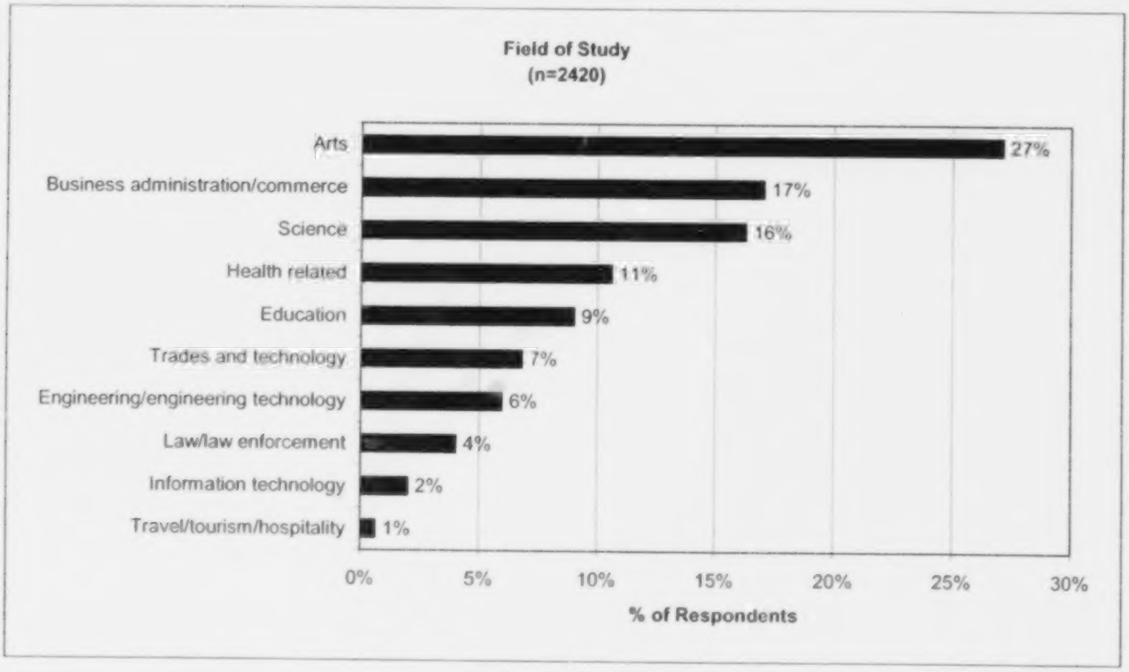
4.3 Scope of Study

Respondents were asked about their current program of study, including educational status, field of study, outcome and length of program.

4.3.1 Educational Status and Field of Study

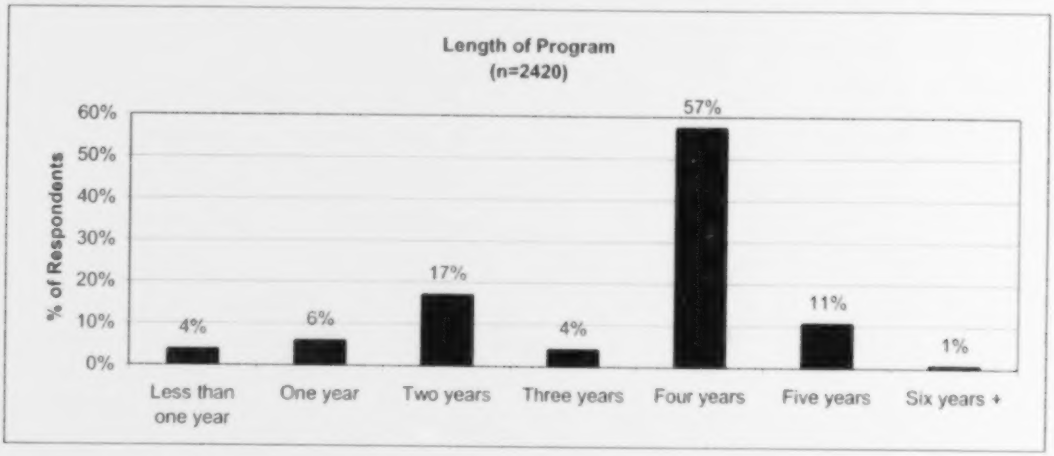
Nearly all respondents (96%) pursuing post-secondary education at the time of survey were attending classes full-time. The most common fields of study reported by respondents were arts (27%), business administration/commerce (17%), science (16%), and health (11%).

When examined by type of institution attended, it was found that respondents who attended university most often reported pursuing arts (33%) or science (21%) fields, those who attended community college most often cited trades and technology (24%) or business administration (21%) fields, and those who attended a private training institution were most frequently pursuing business administration (21%) or health (20%) fields.



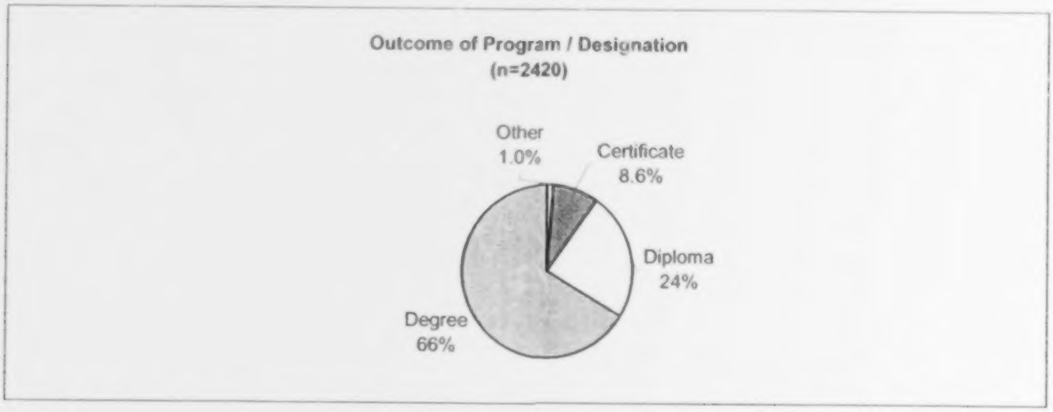
4.3.2 Length of Program

Respondents pursuing post-secondary studies at the time of survey were most often engaged in a four-year program (57%), followed by a two-year (17%) or five-year (11%) path of studies. As might be expected, respondents enrolled in a university were pursuing programs of longer duration (93% attending program of four years or longer) as compared to those attending community college (82% attending a program of two years or less) or a private training institution (89% attending a program of two years or less).



4.3.3 Outcome of Program of Study

The majority of respondents attending a post-secondary institution at the time of survey indicated that they would receive a degree (66%) or diploma (24%) upon the completion of their current program of study.



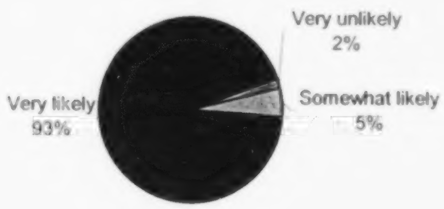
4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored including likelihood of finishing their program of study, and future plans for education.

4.4.1 Likelihood of Finishing Program of Study

The overwhelmingly majority (98%) of respondents indicated they were likely[19] to complete the post-secondary program in which they were enrolled at the time of survey. Those respondents who stated that they were unlikely[20] to complete their current program most commonly reported that they planned on switching programs (53%), that they had lost interest in their program (21%), or that they planned on switching institutions (15%).

Likelihood of Program Completion
(n=2420)



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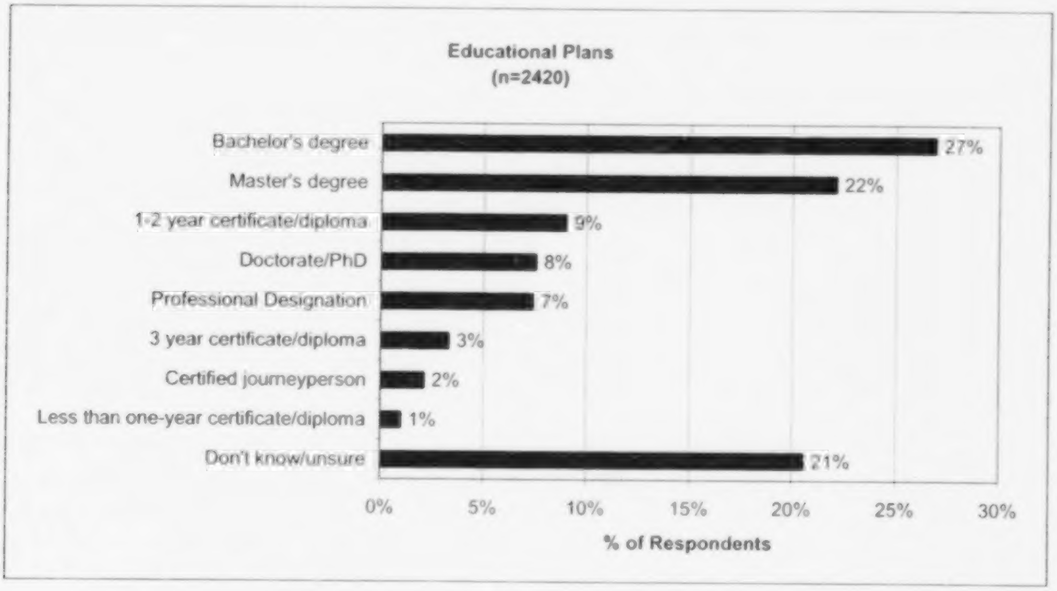
[19] Likely: Includes "very likely" or "somewhat likely".

[20] Unlikely: Includes "very unlikely" or "somewhat unlikely".

4.4.2 Future Plans for Education

A Bachelor's degree was the most common level of educational attainment aspired to by respondents (27%). Following this, respondents most commonly mentioned a Master's degree (22%), a 1-2 year certificate/diploma (9%), a Doctorate/PhD (8%), or a professional designation (7%). In addition, slightly more than two in ten respondents (21%) currently engaged in post-secondary studies were unsure of how far they would go with their education.

When examined by demographic characteristics, females (67%) and respondents with at least one parent with some post-secondary education (69%) were more likely to indicate that they planned to attain a university-level degree or designation (Bachelor's, Master's, PhD, professional designation).

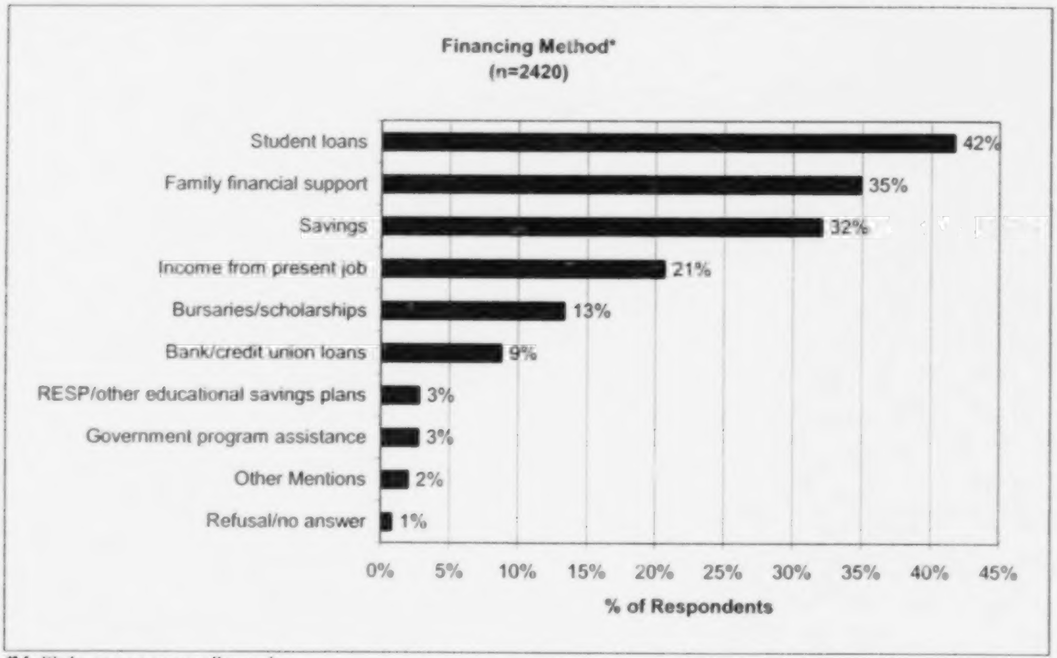


4.5 Financing Post-Secondary Education

In this section, respondents were asked about methods of financing post-secondary education and sources of financial advice.

4.5.1 Method of Financing

More than four in ten respondents engaged in post-secondary studies indicated they were financing their education at least in part through government student loans (42%), while more than half of respondents (53%) also indicated they were making a personal financial contribution to their education through savings (32%) or personal income (21%). In addition, 35% of respondents looked to their family for some level of financial support.

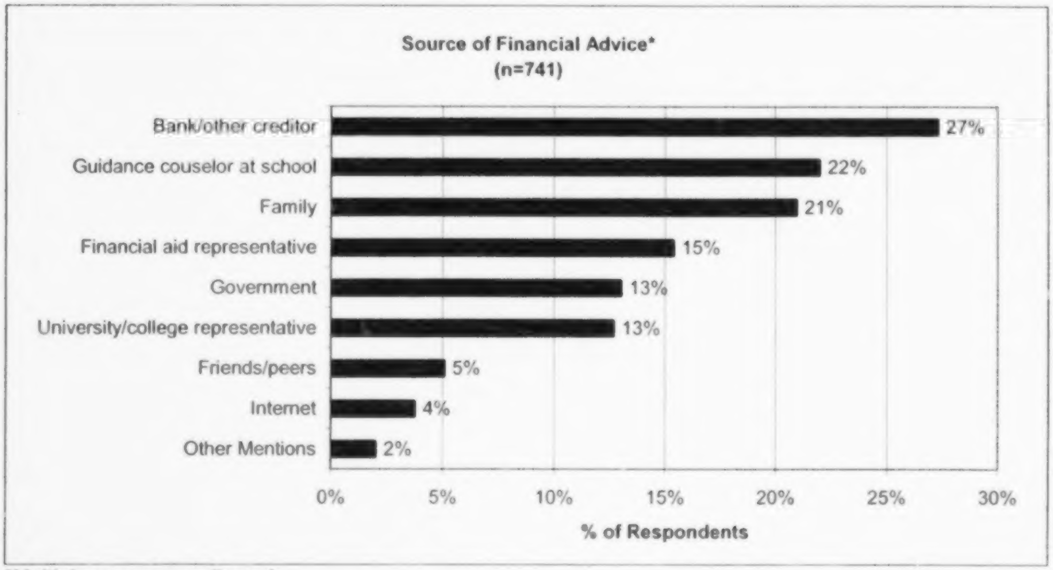


*Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents currently enrolled in a post-secondary institution, approximately three in ten (31%) reported they sought financial advice or information about financing their post-secondary education. When examined by gender, females (32%) were more likely than males (28%) to report seeking financial advice.

Those who sought advice most commonly received this advice from a bank or creditor (27%), a guidance counselor at school (22%), or from family (21%).

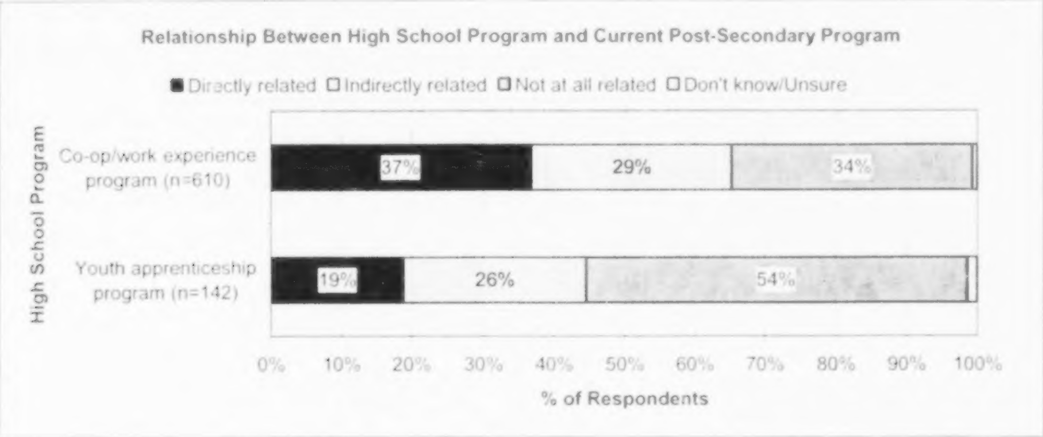


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 87% of respondents indicated they were at least somewhat satisfied with the advice (55% very satisfied, 32% somewhat satisfied).

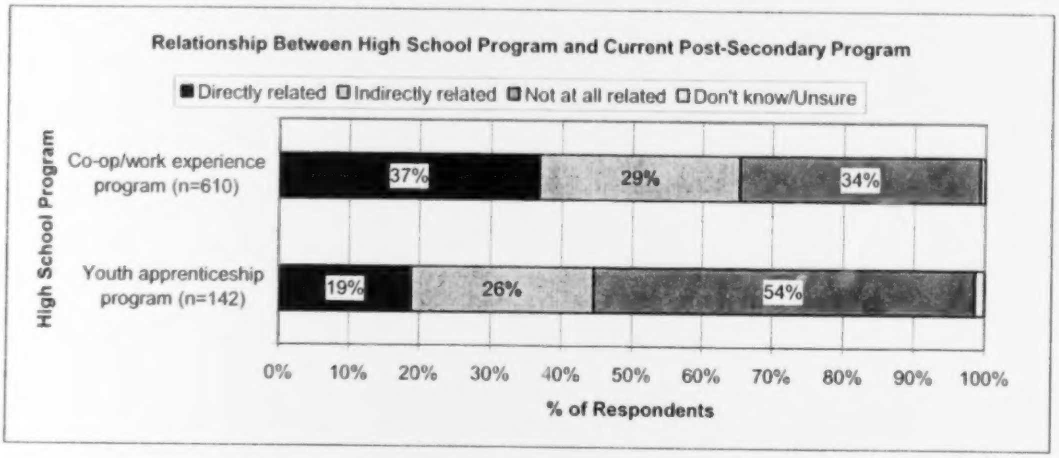
4.6 Relationship of High School Activities to Post-Secondary Education

Clearly, participation in a co-op/work experience program bore a slightly stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program (where those programs were available). Approximately 66% of respondents who participated in a co-op/work experience program reported that their current program of study was directly (37%) or indirectly (29%) related to the program they completed in high school. Similarly, 45% of respondents who participated in a youth apprenticeship program indicated there was a relationship between the two programs (19% directly and 26% indirectly).


Relationship Between High School Program and Current Post-Secondary Program

4.6 Relationship of High School Activities to Post-Secondary Education

Clearly, participation in a co-op/work experience program bore a slightly stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program (where those programs were available). Approximately 66% of respondents who participated in a co-op/work experience program reported that their current program of study was directly (37%) or indirectly (29%) related to the program they completed in high school. Similarly, 45% of respondents who participated in a youth apprenticeship program indicated there was a relationship between the two programs (19% directly and 26% indirectly).



4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility and confidence in obtaining employment in the province.

4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

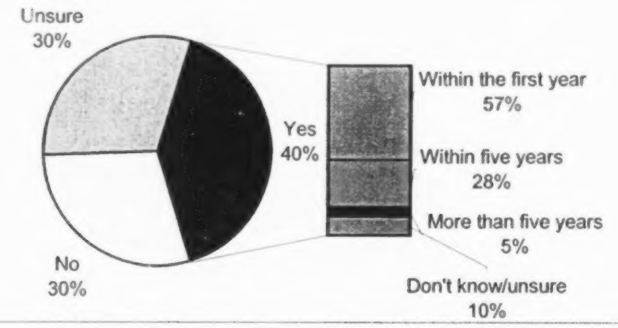
Respondents who were attending an institution outside New Brunswick at the time of the survey reported doing so because the program they wanted was not offered in New Brunswick (24%), because they perceived programs to be of higher quality at out of province institutions (20%), or because they simply wanted to complete their post-secondary education outside of New Brunswick (19%).

Reasons for Attending an Institution Outside of New Brunswick

	(n=432)	% of Respondents
The program I wanted is not offered in New Brunswick	103	24.1
Programs are of higher quality at out-of-province institutions	85	19.9
Wanted to do my post-secondary education outside of New Brunswick	82	19.0
Personal/family reasons	37	8.5
New experience/ new places/ better reputation	35	8.1
Better scholarships are available out of province	19	4.4
No specific reasons	37	8.6
Other Mentions	32	7.4

Of those respondents attending an institution outside of New Brunswick, four in ten (40%) planned to return to the province after completion of their program of studies. Of these respondents, 57% anticipated returning within the first year following graduation, 28% within five years of graduation, and 5% more than five years after graduation from their current post-secondary education or training.

Anticipation of Returning to the Province After Post-Secondary Graduation (n=432)



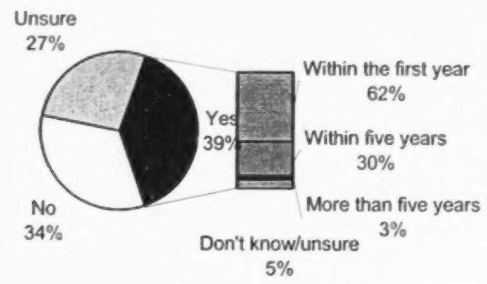
The top reason cited for not returning to New Brunswick (by those who did not plan to return or were unsure whether they would return) was better job opportunities outside the province (30%). Other reasons given included a lack of jobs overall in New Brunswick (10%), a lack of jobs in their chosen field (10%), or personal or family reasons (10%).

Reasons for Not Returning to the Province		
	(n=256)	% of Respondents
Better job opportunities	75	29.5
Lack of jobs/fewer job opportunities	26	10.2
Lack of jobs in chosen field	25	9.6
Personal / family reasons	24	9.5
To travel/see other places	22	8.5
Rather live in big city	17	6.6
Further education	15	5.7
Military	6	2.3
Other Mentions	13	4.7
Don't know/not sure	34	13.3

4.7.2 Respondents Currently Attending an Institution In New Brunswick

Of the respondents who were attending a post-secondary institution in New Brunswick at the time of the study, 39% anticipated leaving the province after they finished their current post-secondary education or training. The majority of these respondents (62%) anticipated leaving within the first year following graduation. Respondents who attended a university were significantly more likely to anticipate leaving the province (42%), as compared to those who attended a community college or private training institution (32%).

Anticipation of Leaving the Province After Post-Secondary Graduation (n=1988)



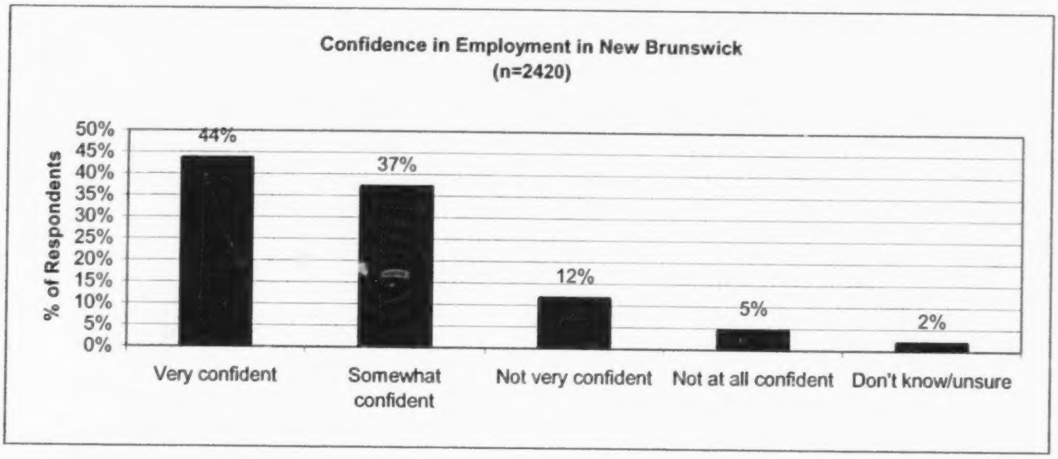
Respondents who anticipated leaving the province after they finished their current post-secondary education were asked to specify the primary reason why. Respondents most commonly cited better job opportunities (33%) and more educational opportunities (31%) as motivations for leaving New Brunswick.

Reasons for Leaving New Brunswick

	(n=779)	% of Respondents
Better job opportunities	255	32.8
Further education	238	30.6
To travel/ see other places	94	12.1
For a change	47	6.1
Better wages	45	5.8
Lack of jobs in chosen field	21	2.7
Lack of jobs/fewer job opportunities	20	2.6
Other Mentions	48	6.2
Don't know/not sure	9	1.1

4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Over four in five respondents (81%) felt confident[21] that they would be able to find employment in their field of study in New Brunswick, if they so desired, after they finished their current post-secondary education. Respondents who attended a university expressed the least amount of confidence in finding employment in the province. Specifically, university students were less likely to be "very confident" (39%) in their ability to find employment, compared to those attending a community college (59%) or private training institution (50%).



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[21] Confidence: Includes "very confident" or "somewhat confident".

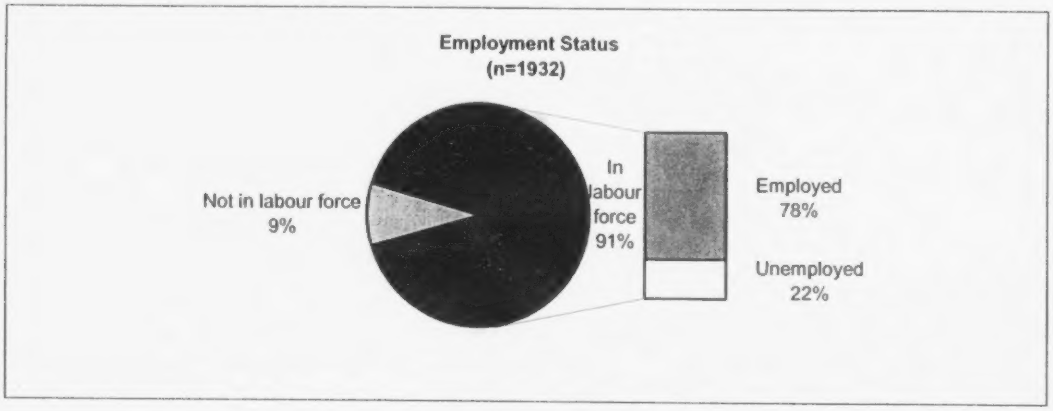
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for the respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program. Respondents were asked about their employment status during the reference week of January 4th-10th 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

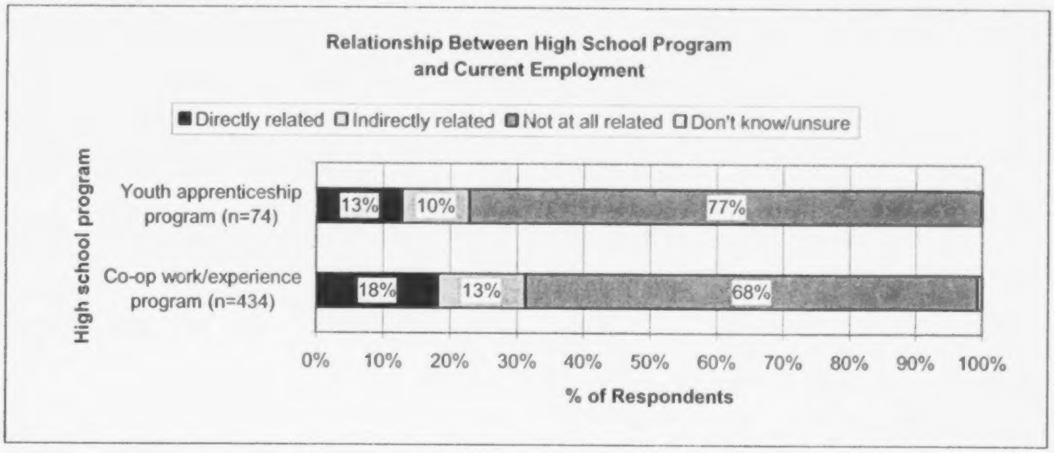
Overall, 44% of respondents were not attending a post-secondary institution at the time of this study. Although not attending a post-secondary institution, 42% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 46% reported successfully completing the entire program and 54% reported discontinuing their studies.

During the reference week, 91% of respondents who were not attending a post-secondary institution at the time of this study were in the labour force and 9% were not. Of those respondents in the labour force, 67% were employed full-time, 11% were employed part-time, and 22% were unemployed.



5.1.1 Relationship of Employment to Co-op/Work Experience or Apprenticeship Programs

The majority of employed respondents who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment (68%). Similarly, the majority of employed respondents who had participated in a youth apprenticeship program[22] felt that their job was not at all related to the program (77%).



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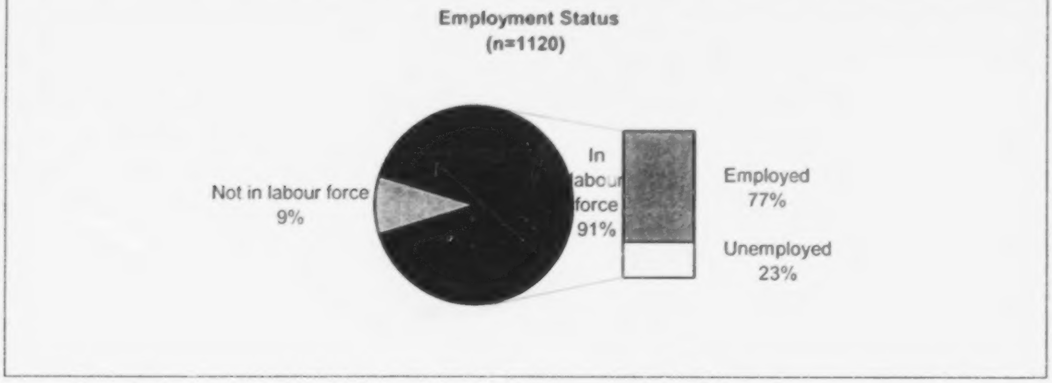
[22] Francophone districts do not offer youth apprenticeship programs.

5.2 Respondents Who Had Not Yet Attended a Post-secondary Institution

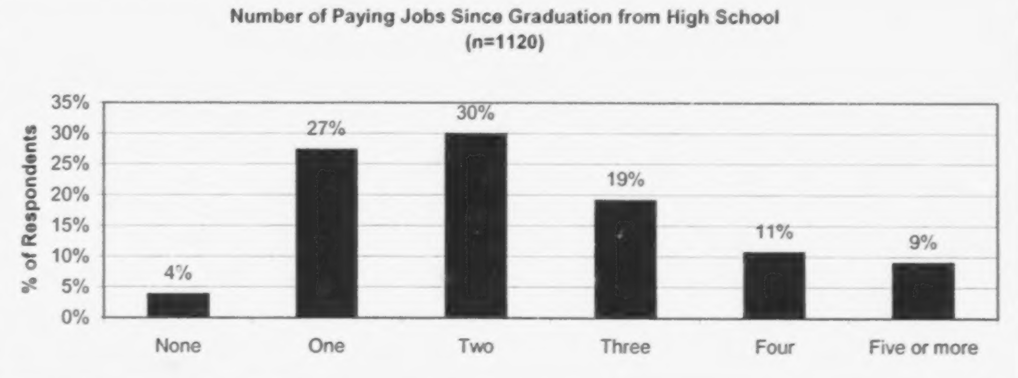
5.2.1 Labour Force and Employment Status

A total of 26% of respondents had not yet attended a post-secondary institution at the time of the survey. During the reference week, 91% of these respondents were in the labour force, while 9% were not. Of those respondents in the labour force, 66% were employed full-time, 11% were employed part-time, and the remaining 23% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.3 paying jobs since graduating in June 2002.



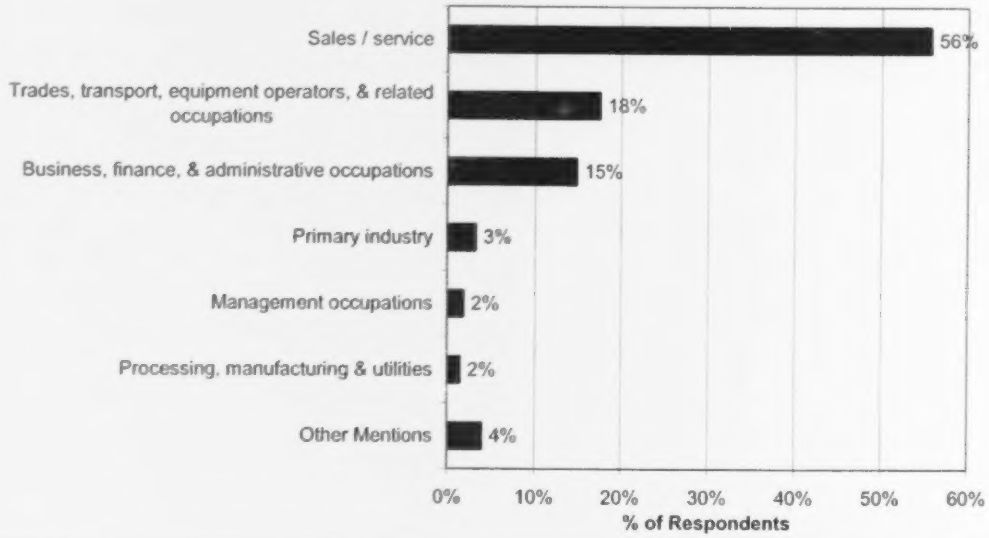
5.2.2 Respondents Working in Reference Week

Of those who had never attended a post-secondary institution, 70% were employed during the reference week. Only 3% of respondents who had never attended a post-secondary institution indicated they were participating in an apprenticeship program during the reference week.

Occupation

During the reference week, the majority of employed respondents reported working in a sales or service occupation (56%), followed distantly by trades, transport, and equipment operation (18%) and business, finance and administration (15%).

Occupation During Reference Week
(n=764)



Industry

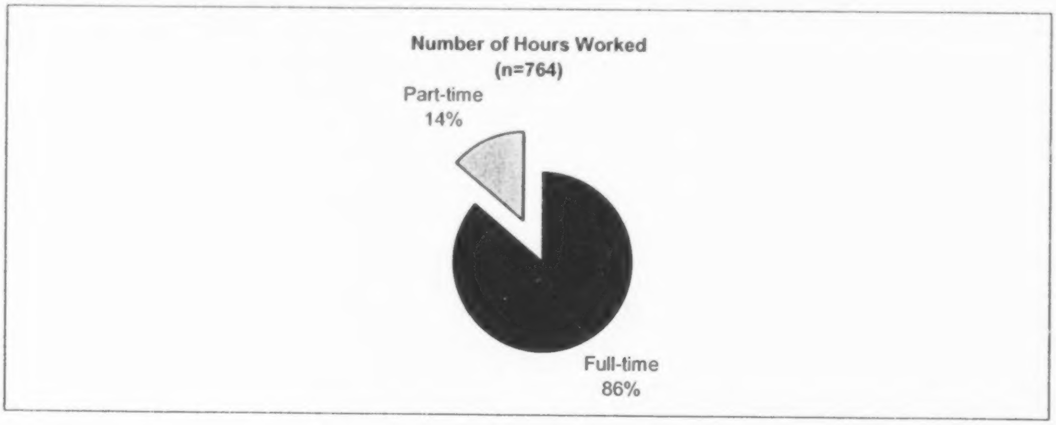
Working respondents who had never engaged in post-secondary education or training but who were working during the reference week reported holding positions in a wide range of industries including retail (33%), accommodations or food service (12%), or administrative support, waste management and remediation services (9%).

Type of Business, Industry or Service During Reference Week

	(n=764)	% of Respondents
Retail trade	254	33.2
Accommodations, food services	92	12.1
Administrative support, waste management & remediation services	70	9.1
Construction	58	7.6
Manufacturing	37	4.9
Other services (except public administration)	37	4.8
Agriculture, forestry, fishing, hunting	34	4.5
Health care & social assistance	26	3.5
Public administration	19	2.5
Transportation & warehousing	19	2.5
Professional, scientific, technical services	18	2.2
Other Mentions	62	8.1
No answer/refused	38	5.0

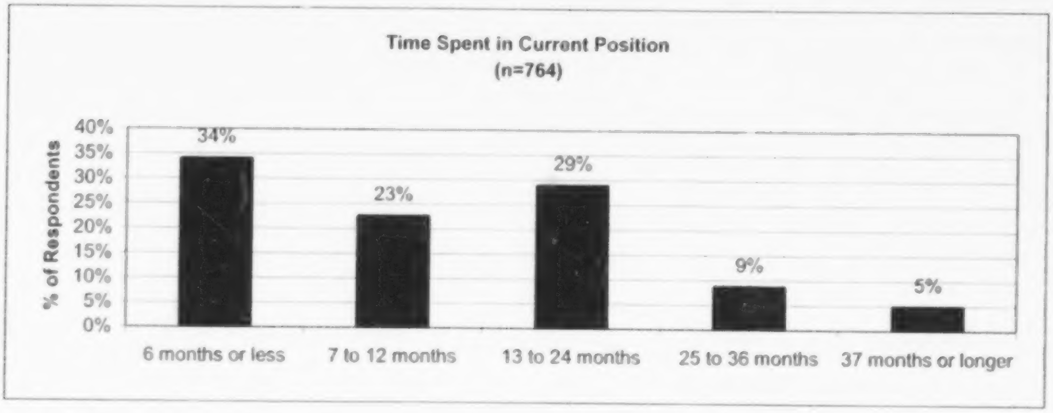
Average Number of Hours Worked & Average Hourly Wage

The majority (86%) of respondents who had never attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 37.6 hours during that particular week and earned a mean hourly wage of $8.65.



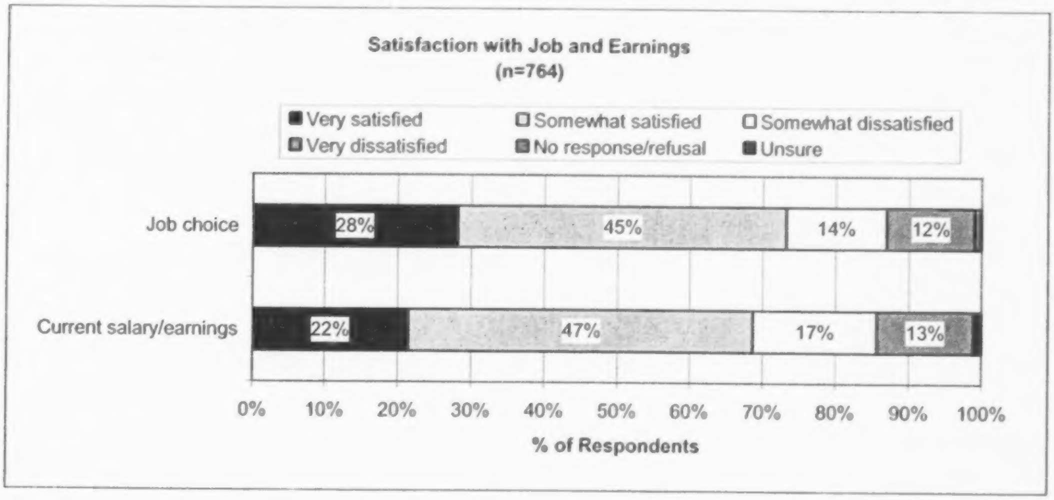
Length of Time Employed in Current Position

Working respondents who had never attended a post-secondary institution had been employed in their current position for a mean period of 14.2 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, close to seven in ten (69%) were at least somewhat satisfied with their current salary or earnings and roughly the same proportion were at least somewhat satisfied with their job choice (73%). When examined by gender, males were significantly more likely than females to be very satisfied with their job choice and current salary/earnings. As well, respondents who were doing what they planned to do following high school were more likely to express satisfaction with job choice (77%) and salary (72%) as compared to respondents who were not (68% job choice, 65% salary).



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were either unemployed or not in the labour force during the reference week. Of this segment of non-working respondents, 69% were unemployed and 31% were not in the labour force. Of those unemployed, 66% were looking for employment during the reference week, 26% were waiting for a recall after a layoff, and 8% were waiting for a new job to begin. When asked what type of work they were looking for, 67% indicated they were seeking full-time work, 13% were looking for part-time work, and the remaining 20% had no preference.

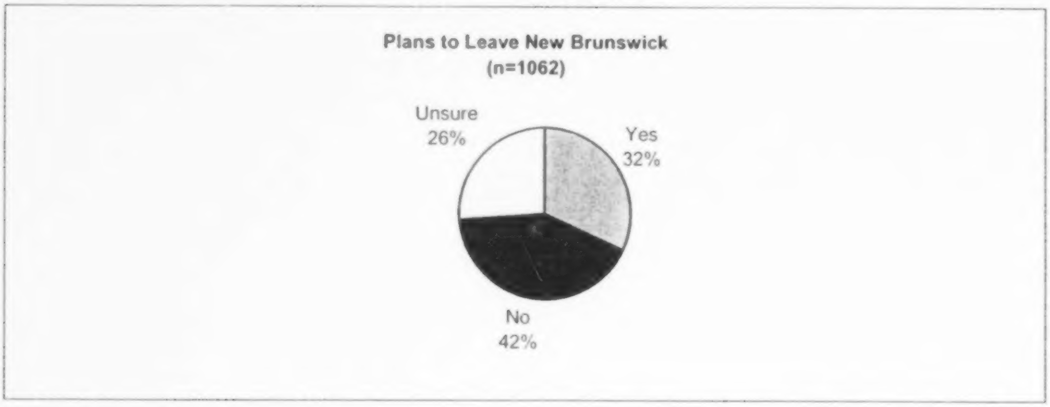
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		**Not in Labour Force**	
	(n=231)	% of Respondents	(n=107)	% of Respondents
Inability to find job related to your training/experience	73	31.7	13	12.1
Waiting for recall to work after a layoff	61	26.4	-	-
No work available in area/looking for job	33	14.3	8	7.5
Waiting for a new job to start in the next 4 weeks	18	7.8	-	-
Laid off/fired/quit	11	4.8	2	1.9
Not working due to personal or family responsibilities (no job waiting)	6	2.6	15	14.0
Not working due to own illness or disability (no job waiting)	6	2.6	12	11.2
Traveling	6	2.6	5	4.7
Receiving EI	4	1.7	3	2.8
Seasonal worker	1	0.4	3	2.8
Not being bilingual	1	0.4	2	1.9
Maternity leave	-	-	19	17.8
Not looking for work	-	-	9	8.4
Other Mentions	4	1.7	4	3.7
Refused	7	3.0	12	11.2

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (95%) of respondents who had not yet attended a post-secondary institution reported living in New Brunswick at the time of the survey; however 32% of these respondents anticipated leaving the province in the future. Of the remaining respondents, 42% indicated they did not expect to leave New Brunswick in the future and 26% were uncertain.



Of those respondents who anticipated leaving New Brunswick, 36% said they planned on leaving within the following year. A further 57% expected they would leave within five years (49%) or more than five years from now (8%). The other 7% of respondents were unsure of when they would leave. Reasons given for choosing to leave the province differed. Approximately 41% expected to leave for better job opportunities elsewhere. Of the remaining, 17% anticipated leaving New Brunswick to further their education while the same proportion planned to travel and see other places (17%).

Reason for Leaving New Brunswick

	(n=340)	% of Respondents
Better job opportunities	138	40.6
Further education	56	16.5
To travel/see other places	56	16.5
For a change	23	6.6
Current employment/work	15	4.4
Personal/family reasons	13	3.9
Better wages	10	3.1
Lack of jobs/fewer job opportunities	10	3.0
Military	8	2.3
Other Mentions	9	2.6
Don't know/not sure	2	0.5

Motivations for Leaving New Brunswick

Of those respondents who were no longer residing in New Brunswick (5%), slightly over half (56%) indicated they had moved because more job opportunities were available outside of the province while 36% cited personal or family reasons.

Reasons for Leaving New Brunswick*		
	(n=58)	% of Respondents
More job opportunities outside the province	32	55.5
Family/personal reasons	21	35.8
Make more money outside the province	8	13.3
Go to school	4	7.1
Travel	3	5.4
No specific reason	4	6.5
Other Mentions	2	3.2

*Multiple responses allowed

Expectations for Returning to New Brunswick

Of those respondents who were residing outside of New Brunswick, 37% anticipated they would return to the province in the future. The remaining respondents said they did not anticipate returning (34%) or were unsure (29%).

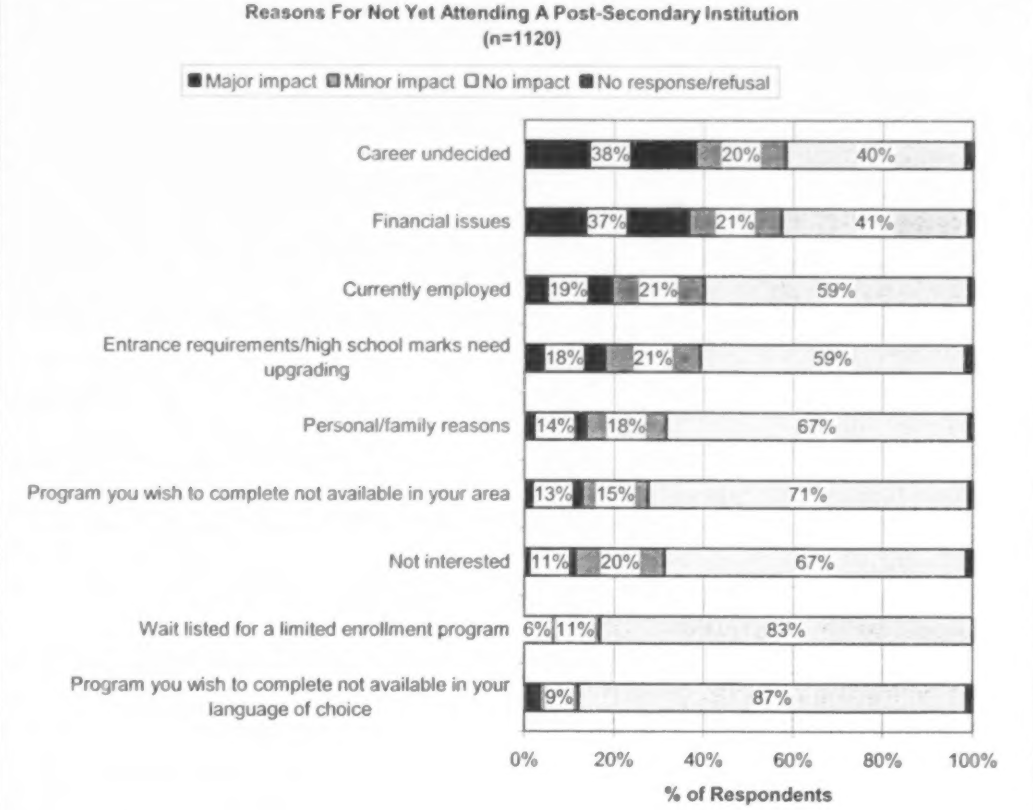
Of those who were planning to move back to New Brunswick, 39% anticipated returning within the following year, 44% felt they would come back within five years, and 14% expected they would not return for at least another five years. The remaining 3% were not certain when they would move back.

Respondents who did not anticipate returning to New Brunswick most often identified better job opportunities elsewhere (35%) or the lack of job opportunities in New Brunswick (18%) as their main reason for not returning to the province.

Reasons for Not Returning to New Brunswick		
	(n=36)	% of Respondents
Better job opportunities	13	34.7
Lack of jobs/fewer job opportunities	7	18.3
Personal/family reasons	3	8.7
To travel/see other places	3	8.5
Rather live in big city	2	5.5
For a change	2	4.9
Military	1	2.7
Better wages	1	2.6
Current employment	1	2.5
Further education	1	2.3
Don't know/Unsure	3	9.3

5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was asked to rank each factor as having a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Indecisiveness about a career and financial issues appeared to be the factors with the greatest influence[23] on their decision (58% each), followed by being currently employed (40%) and entrance requirements for post-secondary institutions (39%). Factors that were ranked as having less influence on their decision included a program of interest not being available in one's area (28%), being waitlisted for a limited enrollment program (17%), and a program not being available in a preferred language (12%).


Reasons For Not Yet Attending A Post-Secondary Institution
(n=1120)

Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at this time were presented with a list of additional factors specific to each issue. Each respondent was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at the time of survey.

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[23] Influence: Includes "major impact" or "minor impact".

Of those respondents who cited "financial issues" as being a factor in their decision to not attend a post-secondary institution, most (70%) indicated that fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=642)	% of Respondents
You are afraid of getting into too much debt	451	70.2
You were not able to get enough money to attend	326	50.7
The program you wish to take is too expensive	248	38.6
Other Mentions	48	7.5

Most of the respondents who reported "not being interested in attending" as a factor in their decision not to pursue post-secondary education to date expressed a desire to continue working and making money (86%), while 81% indicated they planned to attend at some point in the future.

Reasons for Citing NOT INTERESTED		
	(n=348)	% of Respondents
You want to continue working and making money	300	86.0
You wish to attend sometime in the future	282	80.9
You wish to take a break from formal learning	259	74.4
You are planning on doing some traveling before deciding about a post-secondary education	131	37.7
You feel that a post-secondary education will not help you get a job	52	14.8
Other Mentions	16	4.7

Of those respondents who cited that being undecided about a career was a factor, most (83%) reported that being undecided between more than one career choice played a part in their decision not to attend a post-secondary institution at this time.

Reasons for Citing CAREER UNDECIDED		
	(n=654)	% of Respondents
You are undecided between more than one career choice	545	83.3
You did not have sufficient information on your post-secondary options	219	33.5
Other Mentions	14	2.1

Most frequently, those who had cited "entrance requirements" as a factor of impact said not meeting the requirements for the *institution* (44%) or *program* (41%) they wanted to enter played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=438)	% of Respondents
You did not meet the entrance requirements for the **institution** you wished to enter	192	43.7
You did not meet the requirements for the **program** you wished to enter	180	41.1
The pre-requisite courses were not available at your school	80	18.2
You are currently back in high school upgrading your marks	22	5.0
Other Mentions	13	3.0

Respondents who reported "personal or family reasons" as a factor in their decision to not attend a post-secondary institution to date most frequently indicated that present family commitments prevented them from attending (39%), followed by not wanting to leave their community and home (34%).

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=351)	% of Respondents
Your present family commitments	137	39.2
You don't want to leave your community and home	121	34.4
Health reasons prevent you from attending	62	17.6
Lack of family support	30	8.6
Other Mentions	29	8.2

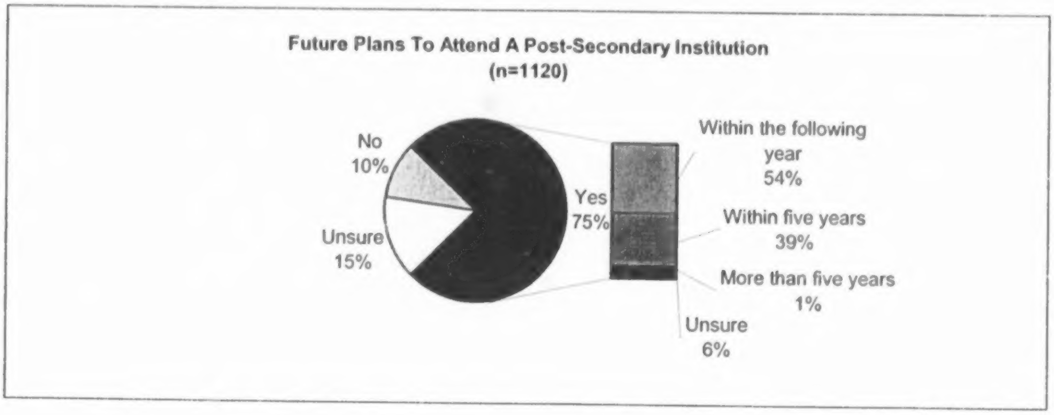
Most frequently, those respondents who indicated their "current employment" was a factor indicated that a desire to support themselves played a part in their decision not to attend a post-secondary institution (90%). Other than this, respondents cited the desire to work (79%), indecisiveness on a career path (64%) and earning money for a specific non-educational reason (62%) or for future post-secondary education (61%) as factors in the decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=448)	% of Respondents
To support yourself	403	90.0
Working is what you want to do	353	78.9
You are still undecided on your career path	285	63.6
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	278	62.1
You believe that your work experience will get you to your career goals	274	61.2
To earn money for post-secondary education	273	61.1
To support your family	98	21.9
You have started your own business	18	3.9
Other Mentions	7	1.5

5.2.6 *Future Plans for Post-Secondary Education*

Plans and Timing of Education

Most of the respondents (75%) who had not yet attended a post-secondary institution at the time of the survey did plan to attend one at some time in the future. Only 10% had no such plans and 15% were unsure. Of those respondents who intended to pursue post-secondary education, 54% planned to go within the following year, 39% planned to go within five years, 1% planned on going in more than five years, and 6% were unsure when they would attend.



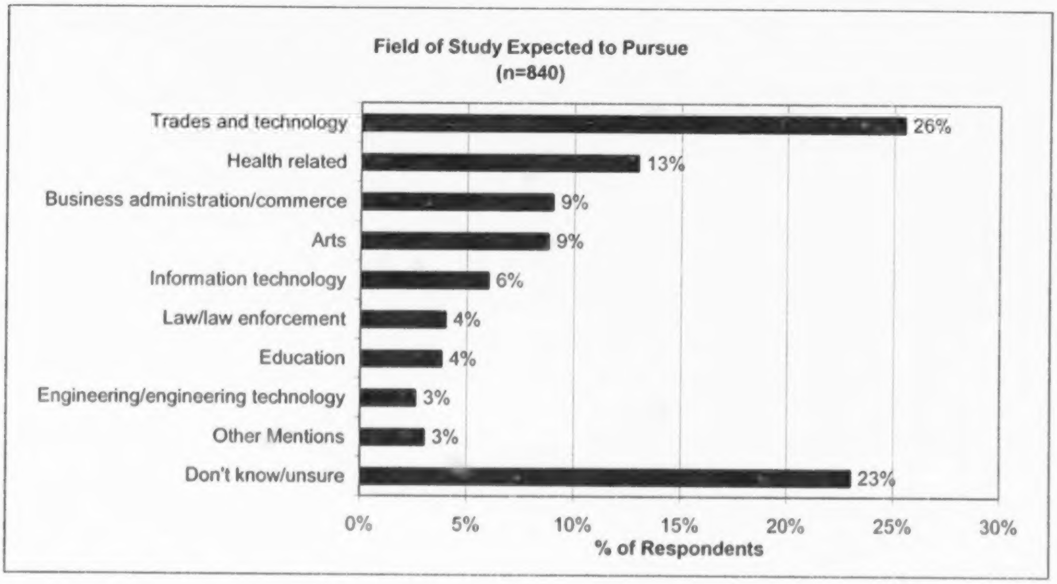
Motivations for Pursuing Education

When respondents were asked why they planned on attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (81%).

Reasons for Deciding to Attend a Post-Secondary Institution		
	(n=840)	% of Respondents
To get a better job/further career opportunities	680	81.0
Will have sufficient financial resources	47	5.6
To further education/better myself	46	5.5
You know what you want to do	17	2.1
Other Mentions	42	4.9
Don't know/unsure	8	0.9

Field of Study

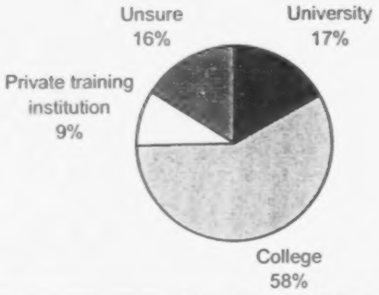
When asked what field of study they planned on pursuing, this group of respondents most frequently indicated trades and technology (26%), followed by health related fields (13%). Approximately 23% of respondents were unsure of what field of study they would pursue.



Type of Institution

Over half of the respondents who anticipated pursuing post-secondary studies planned on attending a college (58%), 17% planned on going to a university, 9% planned on attending a private training institution, and 16% were unsure what type of institution they would attend.

Type of Institution Planning to Attend
(n=840)



Name of Institution

Over four in ten respondents (44%) were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, with a New Brunswick Community College being cited most frequently (32%).

Name of Post-Secondary Institution

	(n=840)	% of Respondents
NBCC/CCNB	271	32.3
University of New Brunswick	55	6.5
St. Thomas University	19	2.2
Université de Moncton	5	0.6
Other Mentions	128	14.7
Unsure	365	43.7

Location of Institution and Reasons for Leaving New Brunswick

Most of these respondents who planned on pursuing post-secondary education planned on attending an institution in New Brunswick (84%). Those who planned to attend an institution outside the province (16%) offered reasons for this decision, including that the program they wanted was not being offered in New Brunswick (34%), personal or family reasons (17%), and that programs were perceived as being of higher quality at out of province institutions (15%).

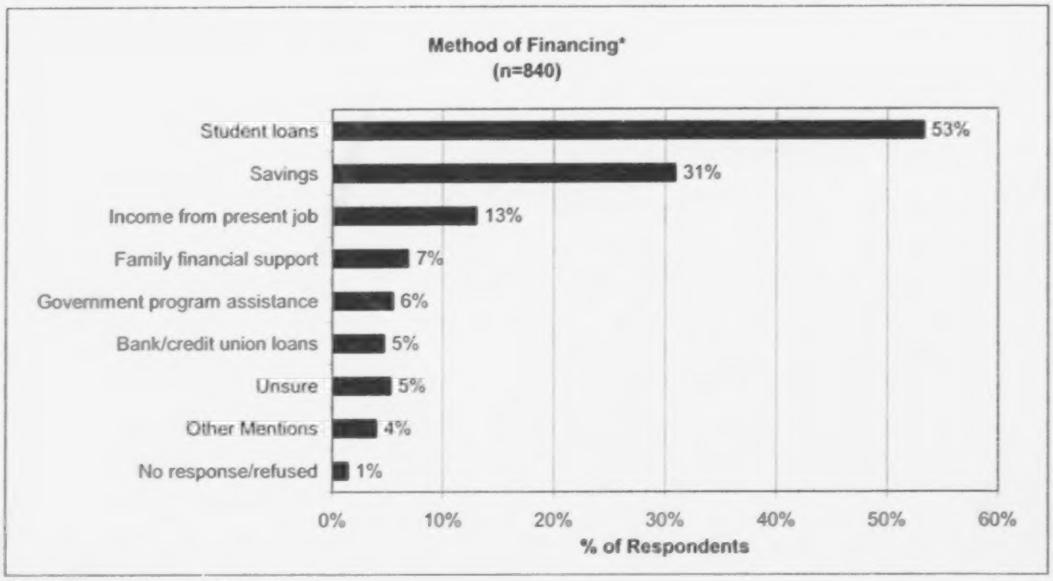
Reason for Attending an Institution outside New Brunswick*

	(n=138)	% of Respondents
The program I wanted is not offered in New Brunswick	47	33.7
Personal/family reasons	24	17.2
Programs are of higher quality at out of province institutions	21	14.9
Just wanted to move	8	5.5
Location/convenience	4	2.6
The program I wanted was not available in my preferred language	3	2.4
There are smaller classes away	3	2.2
Better scholarships are available out of province	3	2.2
No specific reason	30	21.5
Other Mentions	11	7.7

*Multiple responses allowed

Sources of Financing

Respondents who planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however, student loans (53%) and personal savings (31%) were the most popular financing methods.



*Multiple responses allowed

5.3 Respondents Who Attended a Post-secondary Institution and Discontinued Studies

Overall, 10% of respondents had attended a post-secondary institution since graduation in 2002 but discontinued their studies before completion. Those respondents who discontinued studies explained that they had lost interest in the program (21%), they simply wanted to take a break from their studies (20%) or the program was not what they had expected (20%).

Reason for Discontinued Studies

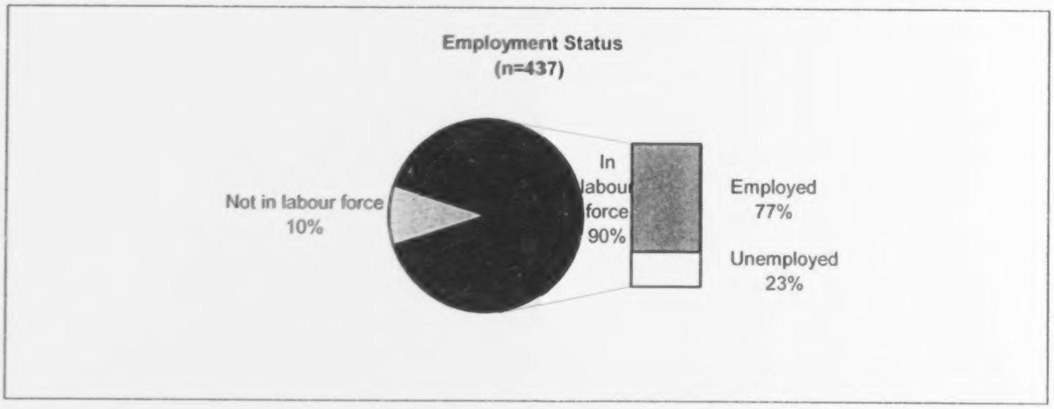
	(n=437)	% of Respondents
Lost interest in program	90	20.6
Took time off, not discontinued	89	20.4
Program was not what you expected	86	19.7
Difficulty of program/academic failure	60	13.7
Personal/family/illness issues	37	8.5
Undecided on career	25	5.7
Employment opportunity	9	2.0
Unsure	28	6.4
Other Mentions	13	3.0

For the most part, the majority of these respondents[24] discontinued their studies during (42%) or at the end (27%) of the first year of their multi-year program. The remaining respondents discontinued studies before the completion of a program of one year or less in duration (20%) or during the second year of a multi-year program (11%).

5.3.1 Labour Force and Employment Status

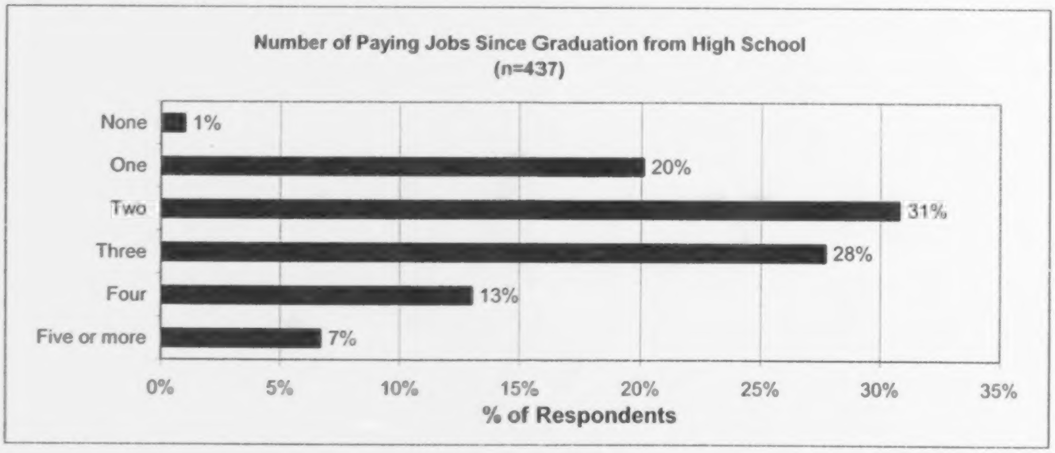
Labour Force and Employment Status

During the reference week, 90% of respondents who had discontinued their studies were in the labour force, while 10% were not in the labour force. Of those in the labour force, 64% of were employed full-time, 13% were employed part-time, and 23% were unemployed.



Number of Jobs

On average, respondents who had discontinued their post-secondary studies reported having 2.5 paying jobs since graduating from high school in June 2002.



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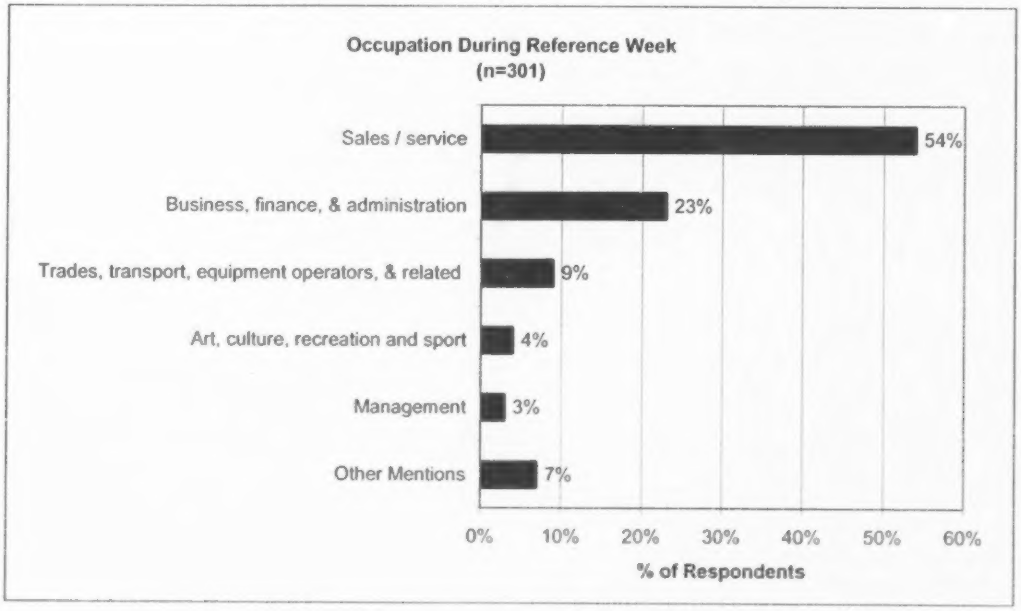
[24] 89 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 69% were employed during the reference week. Only 3% of these respondents were participating in an apprenticeship program at the time of this survey.

Occupation

When asked to identify their occupation during the reference week, the majority of these respondents reported working in a sales or service occupation (54%), or in a business, finance or administrative occupation (23%).



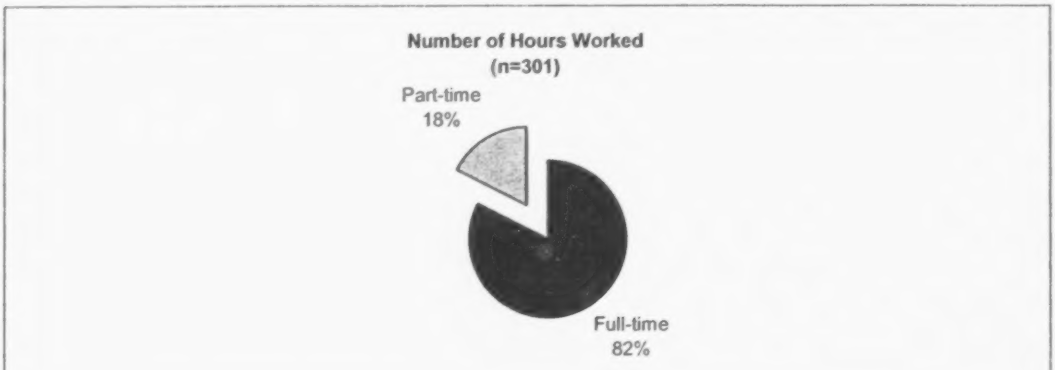
Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in retail (36%), accommodations/food service (14%), or administrative support, waste management, and remediation services (11%) industries.

Type of Business, Industry or Service During Reference Week		
	(n=301)	% of Respondents
Retail trade	108	35.9
Accommodations, food services	42	13.8
Administrative support, waste management & remediation services	33	11.0
Professional, scientific & technical services	15	4.8
Agriculture, forestry, fishing & hunting	13	4.3
Health care & social assistance	12	4.1
Construction	12	3.8
Arts, entertainment, recreation	10	3.3
Information & cultural industries	9	2.9
Other Mentions	36	11.8
No response/refused	13	4.3

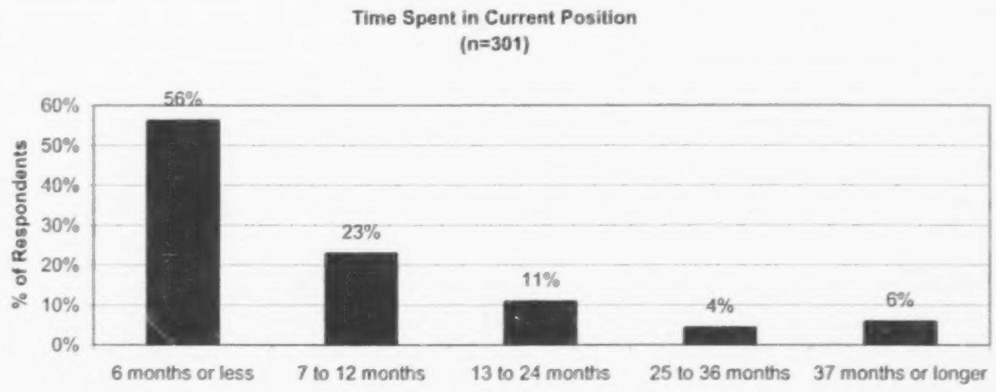
Average Number of Hours Worked & Average Hourly Wage

Respondents who discontinued their studies but who were employed during the reference week, worked an average of 35.9 hours during that particular week. Overall, 82% worked full-time, while the remaining 18% worked part-time. Hourly wages ranged from $6.00 to $35.00, with a mean hourly wage of $8.42.



Length of Time Employed in Current Position

On average, this group of working respondents had held their current position for a period of 10 months.



Relationship of Post-secondary Education to Employment

The majority of employed respondents who had discontinued their studies felt there was no relationship between their post-secondary studies and their employment at the time of the survey (82%). Of the remaining respondents who discontinued their studies, 9% felt that their post-secondary education since high school was indirectly related and the same proportion felt it was directly related to their current employment.

5.3.3 Respondents Not Working in Reference Week

Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of those respondents not working during the reference week, 68% were unemployed, while 32% were not in the labour force. Of those unemployed, 81% were looking for employment during the reference week, 12% were waiting for a recall after a layoff, and 7% were waiting for a new job to begin. The majority (82%) of those seeking work were interested in full-time employment, while 6% were seeking part-time work, and 12% had no preference.

As illustrated below, this segment of respondents identified a number of reasons for not working during the reference week.

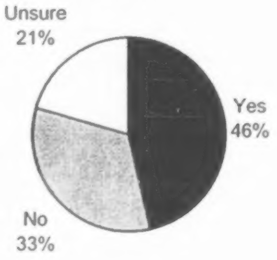
Main Reason for Not Working During the Reference Week				
	Unemployed		**Not in Labour Force**	
	(n=89)	% of Respondents	(n=42)	% of Respondents
Inability to find job related to your training/experience	33	37.1	5	11.9
No work available in area/looking for job	19	21.3	-	-
Waiting for recall to work after a layoff	11	12.4	-	-
Laid off/fired/quit	9	10.1	-	-
Waiting for a new job to start in the next 4 weeks	6	6.7	-	-
Traveling	4	4.5	5	11.9
Not working due to own illness or disability (no job waiting)	1	1.1	7	16.7
Not working due to personal or family responsibilities (no job waiting)	1	1.1	6	14.3
Returned to high school to improve marks/get prerequisite	1	1.1	4	9.5
Not being bilingual	1	1.1	-	-
Seasonal worker	-	-	5	11.9
Maternity leave	-	-	3	7.1
Not looking for work	-	-	3	7.1
Other Mentions	-	-	1	2.4
Refused	3	3.5	3	7.2

5.3.4 *Mobility*

Place of Residence & Expectations for Leaving New Brunswick

The majority (94%) of respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of this group of respondents, 46% anticipated leaving New Brunswick in the future, 33% did not expect to leave the province and 21% were uncertain whether they would stay or leave.

Plans to Leave New Brunswick
(n=409)



Nearly four in ten of those respondents who anticipated leaving New Brunswick planned on leaving within the following year (37%). Of the remaining respondents who wished to relocate, 43% expected to leave within five years, while 19% planned to leave the province in more than five years. The remaining 1% were unsure of when they would leave the province.

The most common reason respondents cited for choosing to leave the province was to search for better job opportunities elsewhere (35%). The remaining respondents anticipated leaving the province to further their education (28%), or to travel and see other places (14%).

Reason for Leaving New Brunswick

	(n=189)	% of Respondents
Better job opportunities	66	34.7
Further education	53	27.8
To travel/see other places	27	14.4
For a change	17	8.8
Current employment/work	7	3.8
Other Mentions	17	9.4
Don't know/unsure	2	1.1

Motivations for Leaving New Brunswick

Of the 28 respondents from this group who no longer resided in New Brunswick, 45% attributed the move to increased job opportunities outside of the province.

Reason for Leaving New Brunswick*		
	(n=28)	% of Respondents
More job opportunities outside the province	13	45.4
Make more money outside the province	5	18.6
Family/personal reasons	5	16.4
Travel	4	14.7
Go to school	4	13.4
No specific reason	3	11.5

*Multiple responses allowed

Expectations for Returning to New Brunswick

Over half of the respondents (51%) who no longer lived in the province anticipated returning to New Brunswick in the future, whereas 27% did not expect to return and 22% were uncertain of whether they would return to the province. Of those who expected to return, 61% anticipated returning within the following year, 19% expected to return within five years, and 13% anticipated relocating in more than five years. The remaining 7% were unsure.

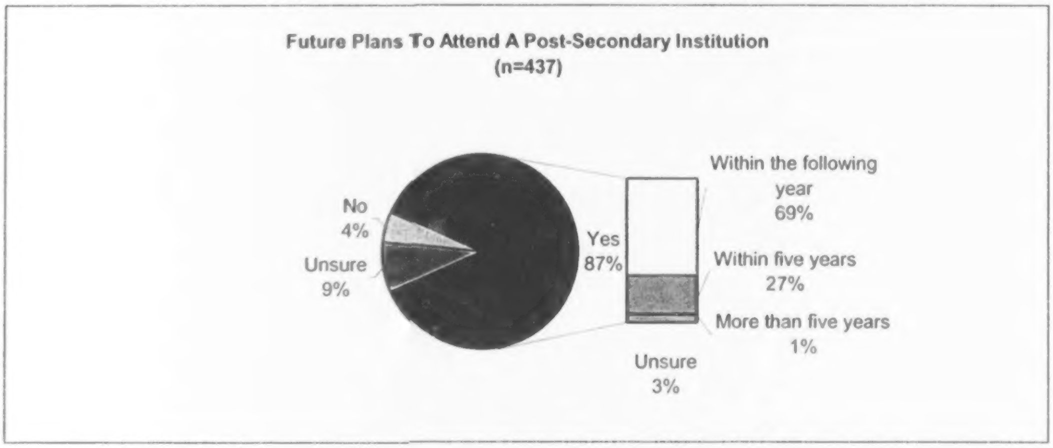
Nearly one-half of respondents who did not anticipate returning to New Brunswick cited better job opportunities elsewhere (25%), followed by the lack of job opportunities in New Brunswick (21%) as the main reasons for staying away.

Reasons for Not Returning to New Brunswick		
	(n=14)	% of Respondents
Better job opportunities	3	24.5
Lack of jobs/fewer job opportunities in the province	3	21.4
Personal/family reasons	2	16.0
Better wages	1	8.4
To travel/see other places	1	6.9
Rather live in a big city	1	6.3
Don't know/not sure	2	16.5

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (87%) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only 4% indicated they would not return, and 9% were unsure.



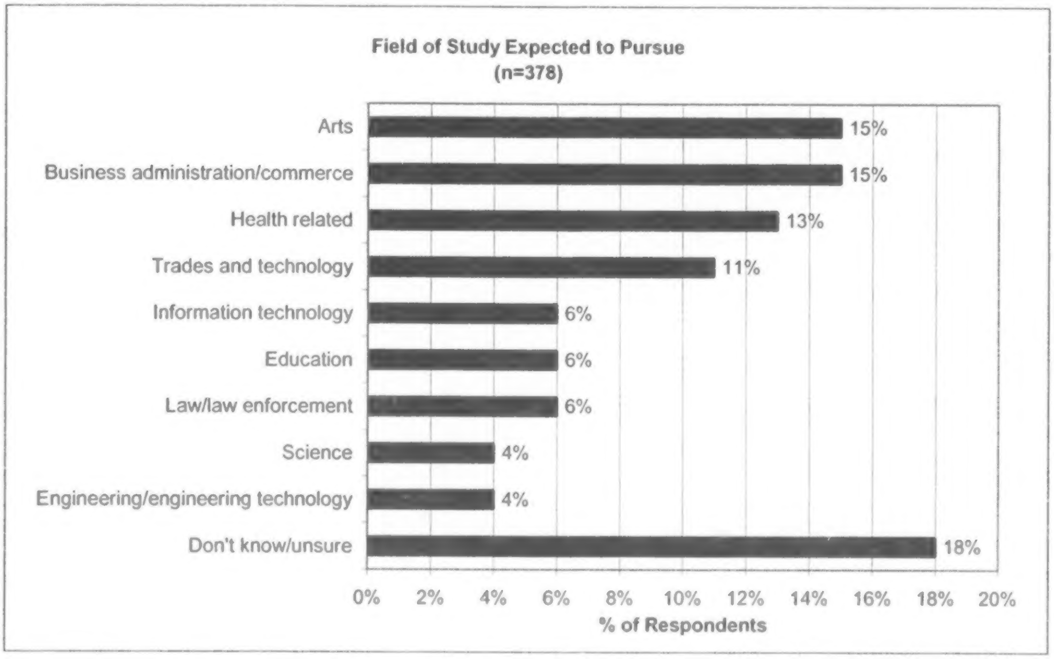
Motivations for Pursuing Education

Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (77%).

Reasons for Deciding to Attend a Post-Secondary Institution		
	(n=378)	% of Respondents
To get a better job/further career opportunities	290	76.6
To further education/better myself	33	8.6
You will have sufficient financial resources	17	4.6
You know what you want to do	17	4.4
You have been accepted into a post-secondary program that you wanted	13	3.5
Don't know	1	0.3
Other Mentions	7	1.9

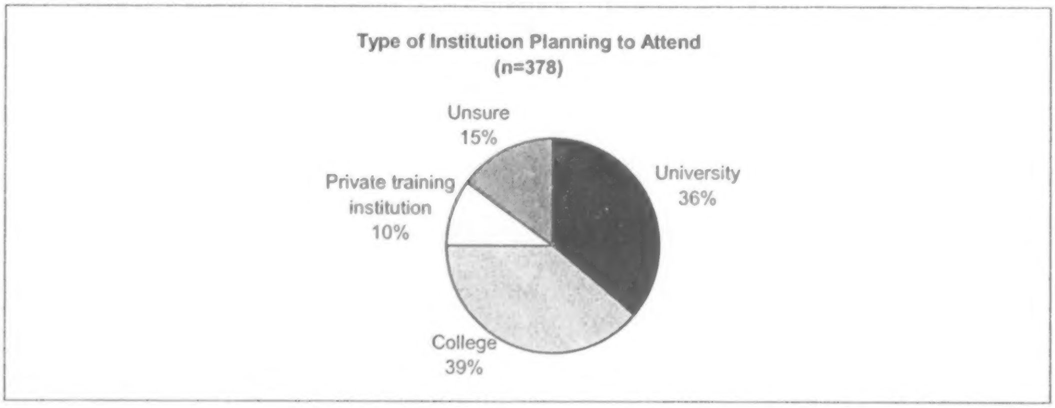
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned on returning to post-secondary education most frequently indicated they were interested in pursuing an arts (15%), business administration/commerce (15%), or health career (13%).



Type of Institution

Almost four in ten respondents (39%) who anticipated returning to post-secondary studies planned on attending a community college, 36% planned on attending university, 10% planned on going to a private training institution, and 15% were unsure what type of institution they would attend.



Name of Institution

Approximately one-third of these respondents (35%) were uncertain of which post-secondary institution they would attend when they resumed their studies. The remaining respondents mentioned several including a New Brunswick Community College (21%) and the University of New Brunswick (13%).

Name of Post-Secondary Institution

	(n=378)	% of Respondents
NBCC/CCNB	81	21.3
University of New Brunswick	49	13.0
St. Thomas	18	4.7
Dalhousie	9	2.3
Université de Moncton	8	2.0
Other Mentions	82	21.4
Unsure	133	35.3

Location & Reasons for Leaving New Brunswick

Most of this group of respondents who planned to resume post-secondary education planned on attending an institution in New Brunswick (70%). Those who planned to attend an institution outside the province (30%) offered several reasons for this decision, including that their desired program was not offered in New Brunswick (27%), and that programs are perceived to be of higher quality at out of province institutions (25%).

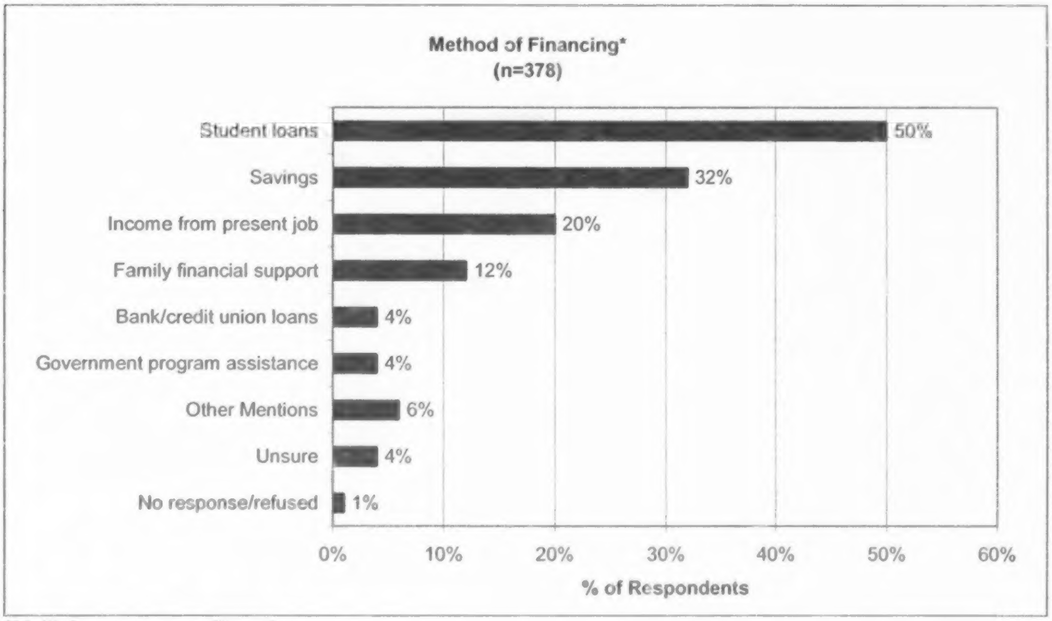
Reasons for Attending Institution Outside New Brunswick*

	(n=113)	% of Respondents
The desired program is not offered in New Brunswick	30	26.6
Programs are of higher quality at out of province institutions	29	25.3
Personal/family reasons	13	11.2
Lower costs	6	4.9
Job/career related	5	4.5
Just wanted to move	5	4.1
Location/convenience	3	2.5
Program not available in preferred language	2	2.2
No specific reasons	20	17.5
Other Mentions	9	7.7

*Multiple responses allowed

Source of Financing

Respondents who planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (50%) and personal savings (32%) seemed to be the most popular financing methods.



*Multiple responses allowed

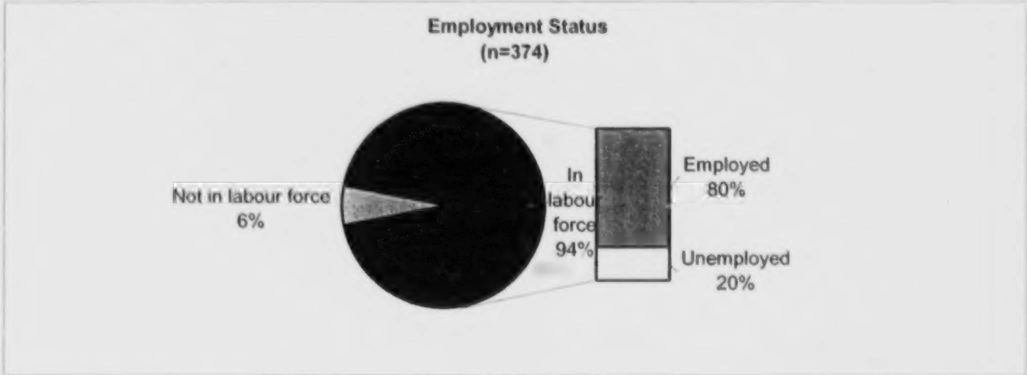
5.4 Respondents Who Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

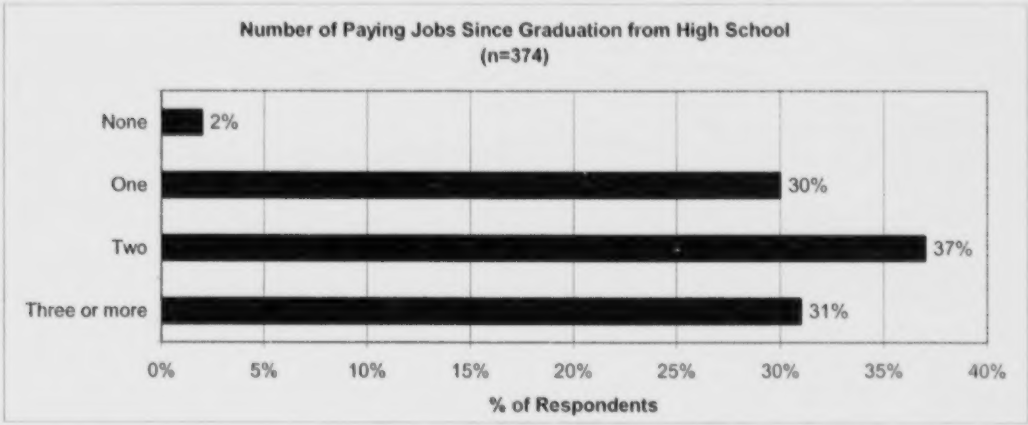
A total of 8% of respondents had fully completed their studies at a post-secondary institution since their high school graduation. Overall, most of these respondents had attended community college (53%) or a private training institution (45%); only 2% had attended a university.

During the reference week, 94% of these respondents were in the labour force, while 6% were not in the labour force. Of those in the labour force, 69% were employed full-time, 11% were employed part-time, and 20% were unemployed.



Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2 paying jobs since graduation from high school in 2002.

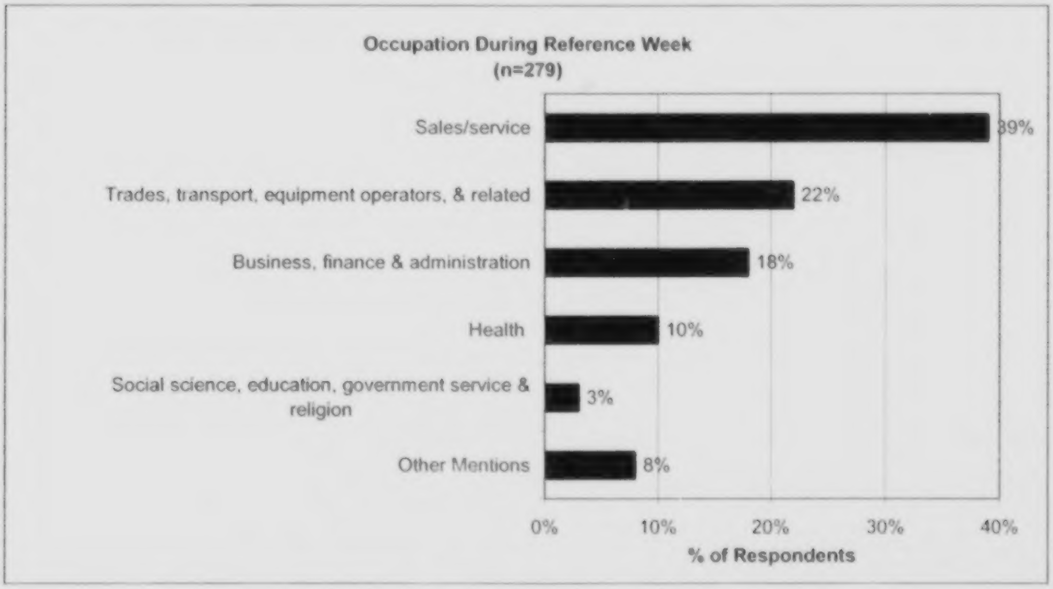


5.4.2 *Respondents Working in Reference Week*

Of those who had completed their post-secondary studies, 74% were employed during the reference week. Of these employed respondents, 9% were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, most respondents reported working in a sales and service occupation (39%).



Industry

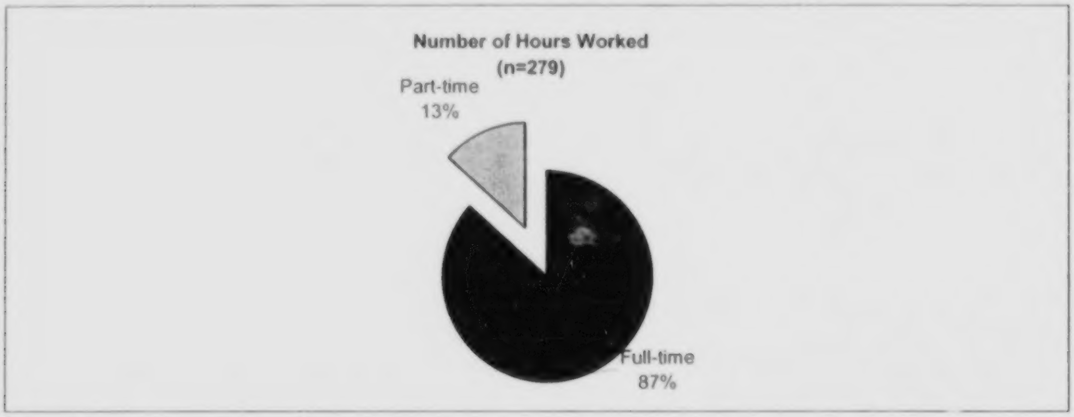
Respondents who had completed their post-secondary studies reported employment in a wide range of industries during the reference week. Most frequently, these employed respondents reported holding positions in the retail industry (22%).

Type of Business, Industry or Service During Reference Week

	(n=279)	% of Respondents
Retail trade	62	22.2
Other services (except public administration)	34	12.2
Health care and social assistance	27	9.7
Administrative support, waste management & remediation services	24	8.8
Construction	22	7.8
Accommodations and food services	21	7.4
Professional, scientific, technical services	16	5.7
Other Mentions	49	17.2
No response/refused	25	9.0

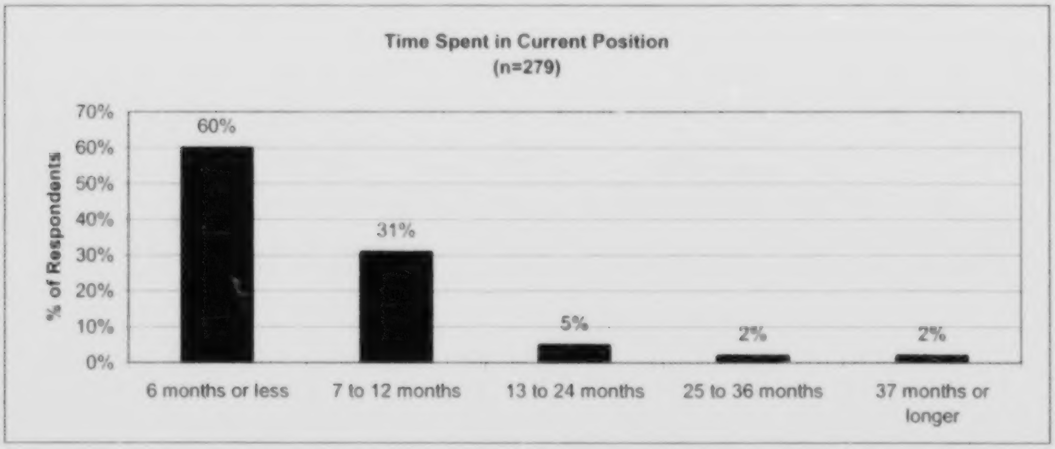
Average Number of Hours Worked & Average Hourly Wage

The majority (87%) of respondents who completed their post-secondary studies worked full-time hours and overall, they worked an average of 37.6 hours during the reference week. Their wages averaged $9.63 an hour.



Length of Time Employed in Current Position

On average, employed respondents had held their current position for a period of 6 months.



Relationship of Employment to Post-Secondary Studies

Respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education. Overall, 60% of these respondents reported there was a direct relationship between their current job and their post-secondary training, while an additional 9% said there was an indirect relationship. The remaining 31% claim there was no relationship at all between their current job and post-secondary education.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents who had completed their post-secondary education or training but who were not working during the reference week, including those unemployed and those not in the labour force. Of this group, 76% were unemployed and 24% were not in the labour force.

Of those unemployed, 74% were looking for employment during the reference week, 22% were waiting for a recall after a layoff, and 4% were waiting for a new job to start. The majority of job seekers were looking for full-time work (83%), while 11% had no preference, and 6% were seeking part-time work.

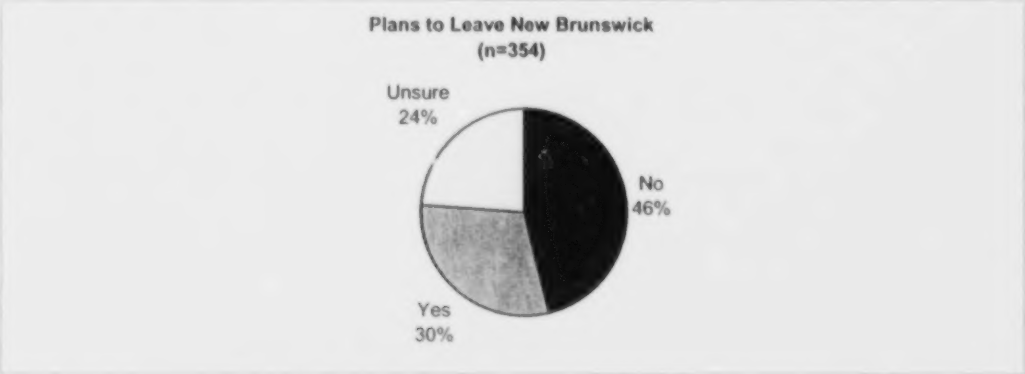
Unemployed respondents and those not in the labour force identified a number of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=72)	% of Respondents	(n=22)	% of Respondents
Inability to find job related to your training/experience	31	43.1	3	13.6
Waiting for recall to work after a layoff	16	22.2	-	-
No work available in area/looking for job	7	9.7	-	-
Waiting for a new job to start in the next 4 weeks	3	4.2	-	-
Seasonal worker	2	2.8	3	13.6
Not working due to personal or family responsibilities (no job waiting)	2	2.8	1	4.5
Receiving EI	2	2.8	1	4.5
Laid off/fired/quit	2	2.8	-	-
Not being bilingual	1	1.2	-	-
Returned to high school to improve marks/get prerequisite	-	-	8	36.7
Not looking for work	-	-	2	9.1
Traveling	-	-	1	4.5
Not working due to own illness or disability (no job waiting)	-	-	1	4.5
Maternity leave	-	-	1	4.5
Refused	6	8.4	1	4.5

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Of the respondents who had completed their studies, 95% reported currently living in New Brunswick; however, 30% anticipated they would leave the province in the future. A further 46% said they did not expect to leave New Brunswick in the future and 24% were uncertain.



Of those who anticipated relocating, 35% planned on leaving within the following year, 46% expected to leave within five years,13% anticipated to move in more than five years, and 6% were unsure. Most frequently, respondents were motivated to leave the province to obtain better employment opportunities (45%) or to travel (17%).

Reason for Leaving New Brunswick		
	(n=106)	% of Respondents
Better job opportunities	48	45.3
To travel/ see other places	18	17.0
For a change	8	7.4
Further education	7	6.9
Personal / family reasons	7	6.6
Better wages	6	5.6
Military	3	2.7
Unsure	3	2.9
Other Mentions	6	5.6

Motivations for Leaving New Brunswick

Of the respondents who had finished their studies and no longer resided in New Brunswick, 61% attributed the move to increased job opportunities outside of the province.

Reason for Leaving New Brunswick*		
	(n=20)	% of Respondents
More job opportunities outside the province	12	61.0
Family/personal reasons	6	30.2
Make more money outside the province	4	20.1
Go to school	5	24.3
No specific reason	1	4.8

*Multiple responses allowed

Expectations for Returning to New Brunswick

Of the respondents who no longer lived in the province, 36% anticipated returning to New Brunswick in the future, while 40% did not expect to return and 24% were uncertain of returning to the province. Of those who expected to return (n=7), two anticipated returning within the following year, while five expected to return within five years.

Nearly one-quarter of respondents who did not anticipate returning to New Brunswick cited more and better job opportunities elsewhere as the main reason for relocation (25%).

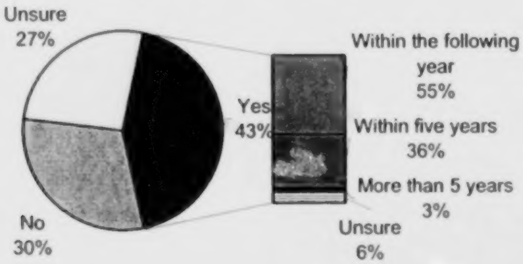
Reasons for Not Returning to New Brunswick		
	(n=13)	% of Respondents
Better job opportunities	3	24.8
Lack of jobs/fewer job opportunities in the province	2	15.4
For a change	2	14.7
Better wages	1	8.1
Rather live in a big city	1	7.4
Military	1	6.9
To travel/see other places	1	6.8
Unsure	2	15.9

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, 43% of those who had completed a post-secondary program indicated that they planned to return to school, 30% said they had no such plans, and 27% were unsure. Of those respondents who intended to pursue further post-secondary education, more than half (55%) planned to go within the following year, while 39% planned to wait longer than a year.

Future Plans To Attend A Post-Secondary Institution (n=374)



Motivations for Pursuing Education

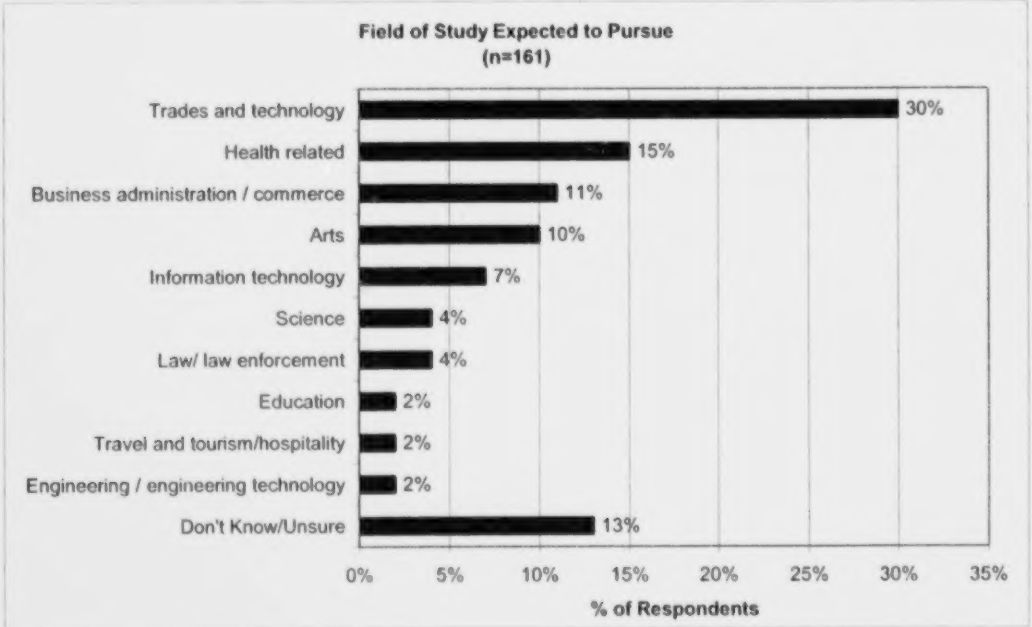
For those who planned to attend a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently mentioned reason for doing so (75%).

Reasons for Deciding to Attend a Post-Secondary Institution

	(n=161)	% of Respondents
To get a better job/further career opportunities	120	74.5
To further education/better myself	26	16.4
You have been accepted in a post-secondary program that you wanted	8	4.9
Know what I want to do	4	2.4
Other Mentions	3	1.8

Field of Study

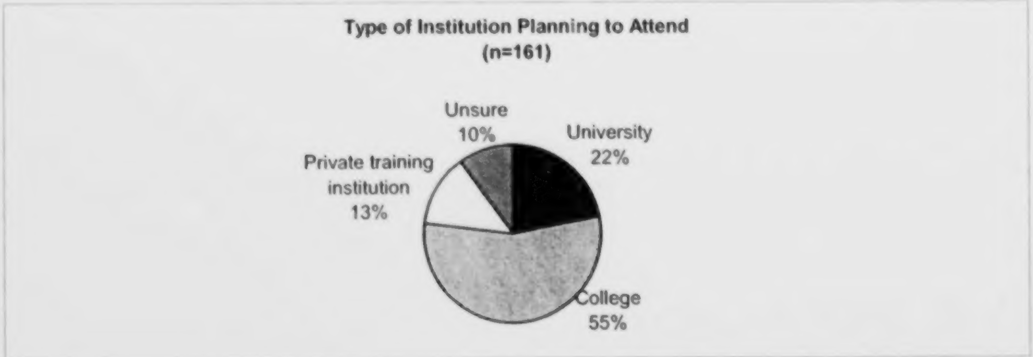
Respondents planned to pursue studies in a wide range of fields, with the most common fields being trades and technology (30%) and health related fields (15%).



Field of Study Expected to Pursue (n=161)

Type of Institution

The majority of respondents in this group who planned on attending a post-secondary institution in the future planned on attending either a community college (55%), or a university (22%).



Type of Institution Planning to Attend (n=161)

Name of Institution

The largest group of respondents who planned to return to post-secondary studies were unsure which institution they planned to attend (36%). One-third of the remaining respondents (33%) mentioned a New Brunswick Community College as their institution of choice.

Name of Post-Secondary Institution		
	(n=161)	% of Respondents
NBCC/CCNB	54	33.4
University of New Brunswick	11	6.7
Université de Moncton	1	0.7
Unsure	59	36.3
Other Mentions	37	22.9

Location & Reasons for Leaving New Brunswick

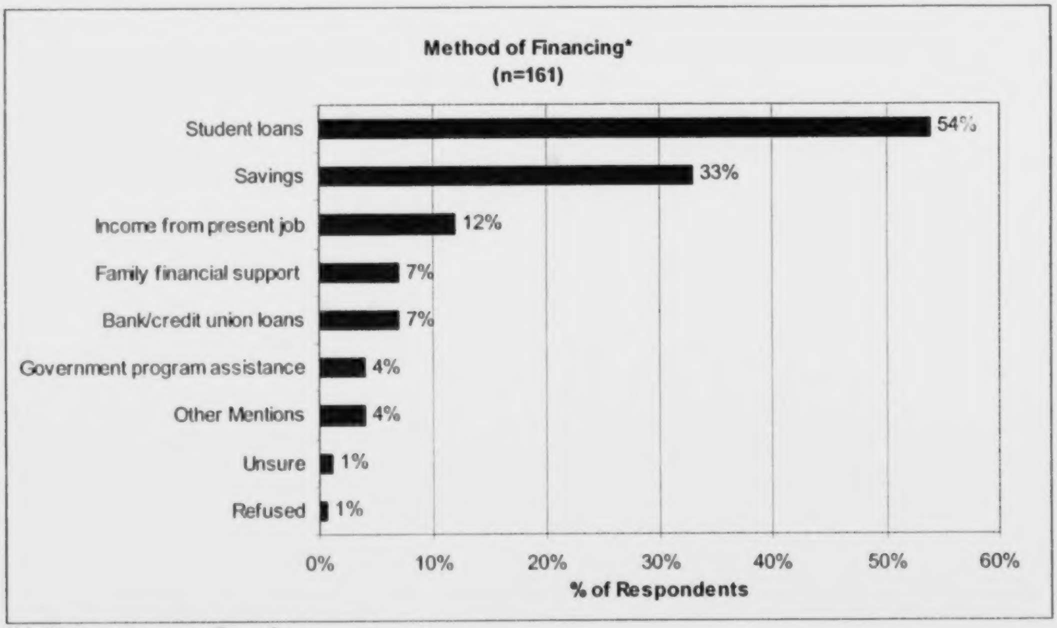
Most of the respondents who anticipated pursuing post-secondary education planned on attending an institution in New Brunswick (80%). Reasons that respondents cited for wanting to attend an institution outside the province included the program they wanted not being offered in New Brunswick (45%), the perception that programs were of higher quality outside the province (18%), and personal or family reasons (12%).

Reasons for Attending Institution Outside New Brunswick*		
	(n=32)	% of Respondents
The desired program is not offered in New Brunswick	14	45.3
Programs are of higher quality at out of province institutions	6	18.4
Personal/family reasons	4	12.1
Just wanted to move	2	6.2
Job/career related	2	6.1
Location/convenience	1	3.3
Desired program not available in a preferred language	1	3.3
Only part of choice program is offered in New Brunswick	1	2.9
No specific reasons	4	12.1

*Multiple responses allowed

Source of Financing

Respondents who intended to pursue further post-secondary studies cited student loans (54%) or personal savings (33%) as the two most likely ways of financing their education.



*Multiple responses allowed

6.0 Demographic Profile of Respondents

The majority (94%) of respondents surveyed were 19 or 20 years of age, with a significantly greater percentage of respondents being female (54% female and 46% male). The majority of respondents (92%) had siblings, with most respondents reporting one or two siblings (45% and 30%, respectively).

Approximately seven in ten respondents (69%) reported their mother tongue as English, followed by three in ten respondents (31%) reporting French. Slightly more than three-quarters of respondents (76%) chose to complete the survey in English, while 24% opted to complete the survey in French.

Over half of respondents (54%) indicated that at least one of their parents had some level of post-secondary education. Four out of ten respondents (41%) were either unsure of their household income or gave no response, while 39% reported a household income of $40,000 or more per year.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=3231)	**% of Respondents Who Did Not Attend a P-S Institution (n=1120)**	**% Total (n=4351)**
Age			
18 years	0.2	0.2	0.2
19 years	76.8	49.3	69.7
20 years	20.0	35.4	24.0
21 years	2.4	11.9	4.8
22 years	0.5	2.8	1.1
23 years	0.1	0.4	0.2
Gender			
Male	42.0	59.7	46.6
Female	58.0	40.3	53.4
Mother Tongue			
English	65.6	74.1	68.0
French	33.5	25.4	31.4
Spanish	0.2	--	0.1
German	0.1	0.1	0.1
Both	0.2	0.1	0.1
Chinese	--	0.1	--
Dutch	--	0.1	--
Other Mentions	0.4	--	0.3
No response/refused	--	0.1	--
Language of Survey			
English	74.4	80.5	76.0
French	25.6	19.5	24.0

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=3231)	% of Respondents Who Did Not Attend a P-S Institution (n=1120)	% Total (n=4351)
Education of Mother or Female Guardian			
Less than high school	7.9	16.6	10.1
Completed high school	35.6	46.8	38.5
Some post-secondary education	6.1	3.7	5.5
Trades certificate or diploma	1.6	0.4	1.3
College certificate or diploma	16.6	10.5	15.0
University certificate or diploma below a bachelor's degree	4.4	2.1	3.8
University degree	22.7	7.8	18.9
Don't know/unsure	4.8	11.6	6.5
No response/refused	0.3	0.5	0.4
Education of Father or Male Guardian			
Less than high school	13.6	26.0	16.8
Completed high school	30.5	34.5	31.5
Some post-secondary education	3.9	2.1	3.4
Trades certificate or diploma	5.2	4.3	5.0
College certificate or diploma	15.3	7.9	13.4
University certificate or diploma below a bachelor's degree	2.4	1.5	2.2
University degree	22.5	7.5	18.6
Don't know/unsure	6.1	15.1	8.4
No response/refused	0.5	1.1	0.7
Household Income			
Under $10,000 per year	1.1	1.0	1.1
$10,000 to $19,999 per year	3.6	6.3	4.3
$20,000 to $39,999 per year	13.9	14.6	14.1
$40,000 to $59,999 per year	18.5	11.2	16.6
Over $60,000 per year	25.6	13.9	22.6
Don't know/unsure	33.6	48.3	37.3
No response/refused	3.7	4.7	4.0
Number of Siblings			
None	7.5	9.1	8.0
One	46.6	39.5	44.7
Two	30.2	29.5	30.0
Three	9.9	12.7	10.6
Four	3.6	4.8	3.9
Five	1.3	1.8	1.5
Greater than five	0.9	2.6	1.3

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=3231)	% of Respondents Who Did Not Attend a P-S Institution (n=1120)	% Total (n=4351)
Special Populations			
Landed immigrant in Canada	0.6	1.0	0.7
Non-permanent resident of Canada	0.2	0.4	0.3
Aboriginal person	1.9	3.0	2.2
Visible minority	2.1	1.5	1.9
Person with a disability	1.1	2.7	1.5

▨ Indicates significant difference at the 90% confidence level.

Section B: Anglophone Sector

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone districts (anglophone sector) and five francophone districts (francophone sector). The following report presents the detailed findings for individuals who graduated from high schools in the anglophone sector in 2002. Of the 5,902 individuals who graduated from schools in these districts in June 2002, 3,165 were interviewed for this study[25].

For analysis at the overall level, data was weighted to ensure the sample was representative of the population by district. Therefore, all statistics presented in this report have been generated from weighted data. The following table presents the distribution of the final anglophone sample by district.

	Population: All Graduates Class of 2002- Anglophone Sector		Unweighted Sample			Weighted Sample	
	N	% of Pop.	n	% of Sample	Resp. Rate%	n	% of Sample
District 2	1,071	18.1	603	19.1	56.3	574	18.1
District 6	825	14.0	430	13.6	52.1	443	14.0
District 8	827	14.0	386	12.2	46.7	443	14.0
District 10	302	5.1	163	5.2	54.0	162	5.1
District 14	691	11.7	376	11.9	54.4	371	11.7
District 15	328	5.6	158	5.0	48.2	176	5.6
District 16	541	9.2	293	9.3	54.2	290	9.2
District 17	351	5.9	205	6.5	58.4	188	5.9
District 18	966	16.4	551	17.4	57.0	519	16.4
Total	5,902	100.0	3,165	100.2	53.6	3,166	100.0

Throughout this report, readers should exercise caution when interpreting results based on sample sizes of 30 or less.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

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[25] This sample size provides a margin of error of ±1.19% at the 95% confidence level, or 19 times out of 20.

2.0 The High School Experience

This section of the report presents findings related to respondents' high school experiences, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions on how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick and were asked to identify their average marks during their high school years.

2.1.1 Number of Years of High School Completed in New Brunswick

A vast majority of respondents (96%) completed all of their high school years in New Brunswick.

Number of Years of High School Completed in New Brunswick

	(n=3166)	% of Respondents
Less than one year	2	0.1
One year	13	0.4
Two years	30	0.9
Three years	87	2.8
Four years	3033	95.8

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, three-quarters (74%) of respondents reported that the majority of their marks had been between 70% and 89%, and approximately one in ten respondents (11%) reported their marks were between 90% and 100%.

Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Distribution of Marks in High School

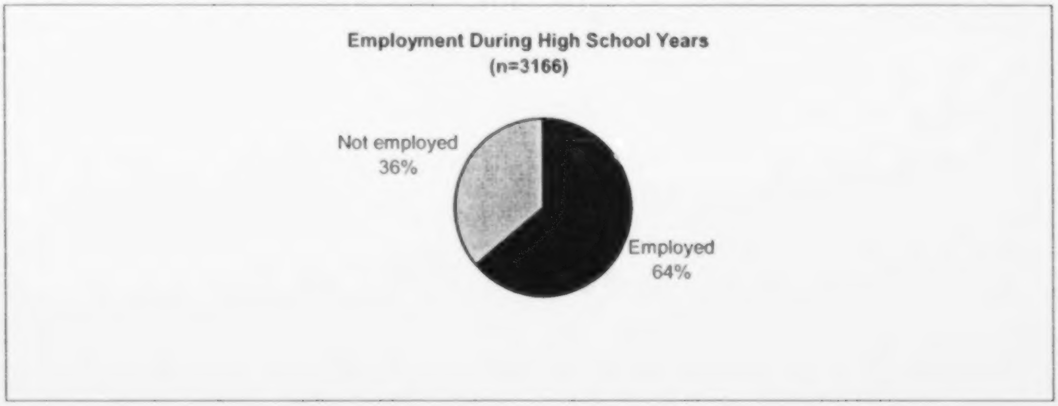
	(n=3166)	% of Respondents
Between 90% and 100%	349	11.0
Between 80% and 89%	1107	35.0
Between 70% and 79%	1222	38.6
Between 60% and 69%	455	14.4
No response/refused	32	1.0

2.2 Employment During High School

Respondents were asked about their employment experiences during high school including their reasons for working, their occupation, the number of hours they worked, and the number of years they were employed.

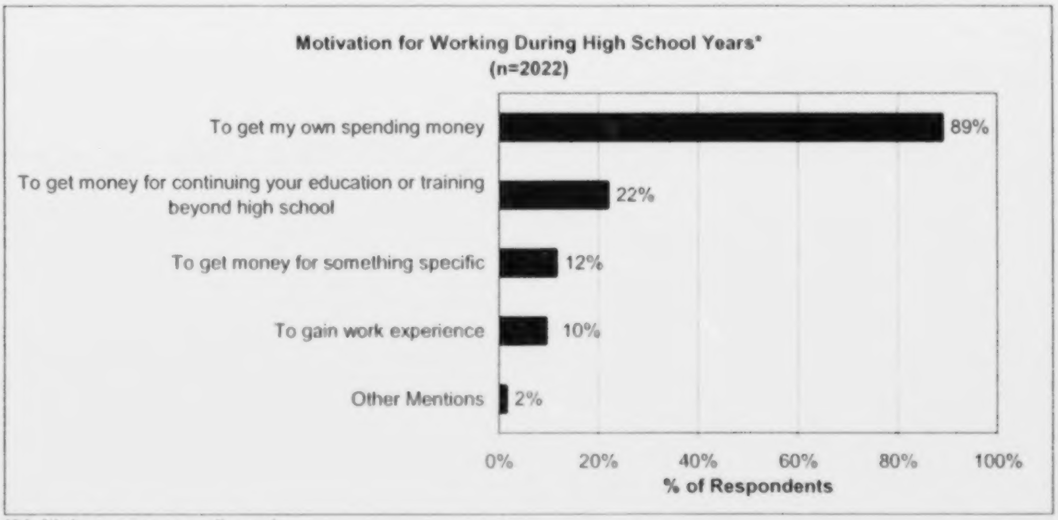
2.2.1 Percentage Employed During High School

Slightly less than two-thirds (64%) of anglophone sector respondents indicated they were employed for wages during high school (September to June).



2.2.2 Motivations for Working

The desire to obtain spending money was by far the most frequently mentioned reason that respondents gave for working during their high school years (89%). Second to this, approximately two in ten (22%) respondents who worked during high school said that they worked to get money for their post-secondary education.



*Multiple responses allowed

2.2.3 *Number of Years Employed*

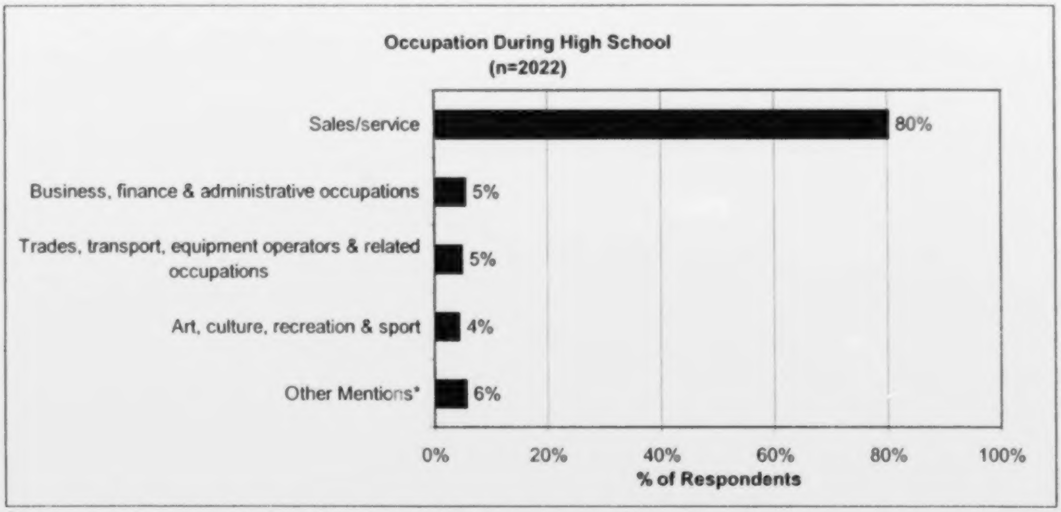
Of the respondents who reported being employed for wages during their high school years, the majority indicated they had been employed during grade 10 (56%), 11 (84%), and/or 12 (91%). The percentage of respondents who had been employed increased steadily from grade 9 to grade 12.

Employment During High School

	(n=2022)	% of Respondents
During grade 9	484	23.9
During grade 10	1141	56.4
During grade 11	1701	84.1
During grade 12	1844	91.2

2.2.4 *Occupation*

Of the respondents who were employed during high school, the vast majority (80%) had worked in the sales and service industry.

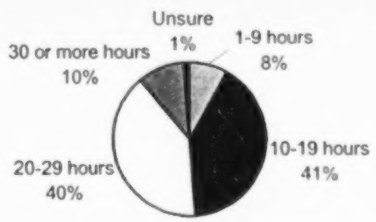


*Throughout this report, "Other Mentions" refers to responses of less than 2%.

2.2.5 Number of Hours Worked

Respondents who were employed during high school worked an average of 18.2 hours per week. The large majority of respondents who were employed during high school worked part-time hours (89%).

Average Number of Hours Worked Per Week (n=2022)



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities and programs during high school were assessed. Virtually all of the anglophone sector respondents (99%) attended a high school where at least one type of career development activity or program was available to them and most (81%) participated in at least one of these types of activities or programs during their high school years. It appears that career development programs had significant influence on participants' decisions: co-op/work experience programs (70%) had the most influence[26] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (58%). Career development activities had slightly less influence (other career related activities (56%) and career days/fairs/ workshops (51%)).

2.3.1 Co-op Education/Work Experience Program

Almost all respondents (97%) indicated that a co-op/work experience program was offered at their high school and approximately one-third (34%) of these respondents reported that they had participated in the program. Of those who had participated in the program, 70% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=1049)	% of Respondents
A lot of influence	444	42.3
Some influence	291	27.8
Not much influence	151	14.4
No influence	158	15.1
No response/refused	5	0.4

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[26] Influence: Includes "a lot of influence" or "some influence".

2.3.2 *Youth Apprenticeship Program*

Overall, 62% of anglophone sector respondents reported that a youth apprenticeship program was offered at their high school and 13% of these respondents reported that they had taken part in this program. Of those who had participated, 58% felt the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program

	(n=253)	% of Respondents
A lot of influence	63	24.9
Some influence	85	33.5
Not much influence	54	21.5
No influence	51	20.1

2.3.3 *Career Days/Fairs/Workshops*

Most respondents (90%) indicated they had attended a high school that offered career days/fairs/workshops and slightly more than three-quarters (77%) of these respondents reported they had been involved in these types of activities. Of those who had participated, approximately half (51%) reported that these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops

	(n=2179)	% of Respondents
A lot of influence	379	17.4
Some influence	741	34.0
Not much influence	588	27.0
No influence	468	21.5
No answer/refused	3	0.1

2.3.4 Other Career Development Related Activities

Approximately 44% of respondents indicated that their high school had offered other career development related activities, and 43% of those with such activities available reported participation. In total, 56% of participants reported that other career development related activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Other Career Development Related Activities		
	(n=599)	% of Respondents
A lot of influence	104	17.5
Some influence	231	38.5
Not much influence	163	27.1
No influence	99	16.6
No answer/refused	2	0.3

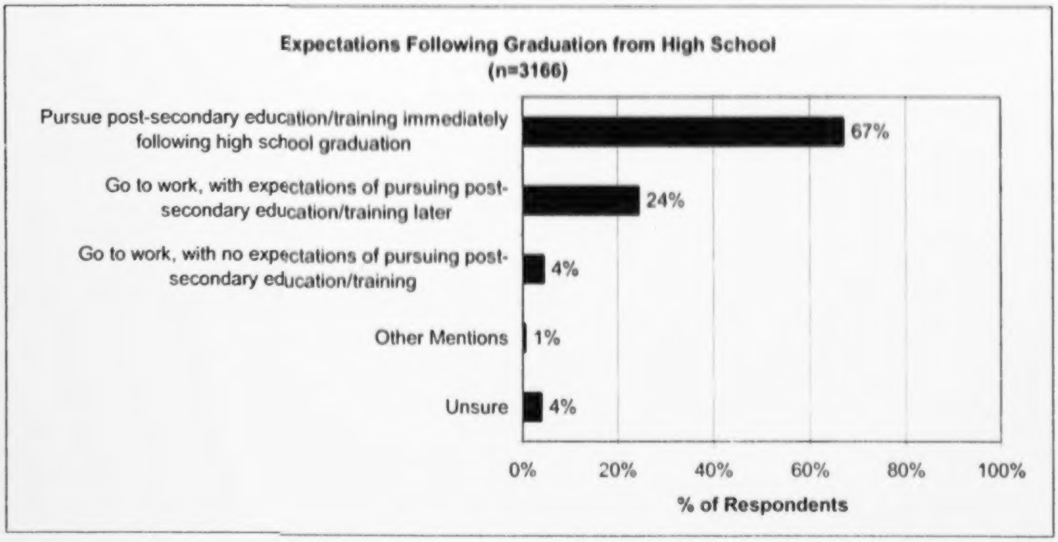
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning for their post-secondary activities including their career goals, their parents'[27] expectations, their planned field of study, and the sources of information they had used for planning.

2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, two-thirds (67%) of respondents expected they would pursue post-secondary education or training immediately following graduation from high school, 24% thought they would work and attend a post-secondary institution later, 4% thought they would go to work and never attend a post-secondary institution, 1% had other plans, and 4% had no clear expectations. In fact, at the time of the study, 80% of all respondents who had held clear expectations of what they would do after graduating from high school reported that they had met their expectations, and were doing what they planned to do.

Respondents' expectations for themselves after high school were also compared to their educational status at the time of the study. It was found that 91% of those respondents who had expected to pursue post-secondary studies immediately following graduation had in fact attended (or were attending) a post-secondary institution since their graduation. Furthermore, 37% of those respondents who had planned to work and pursue post-secondary studies later had attended (or were attending) a post-secondary institution since graduation while the remaining 63% continued to pursue other activities. Of those who did not intend to pursue post-secondary studies at all after graduation, approximately one-quarter (24%) actually did attend a post-secondary institution at some point since graduation while the remaining three-quarters (76%) had pursued other activities.



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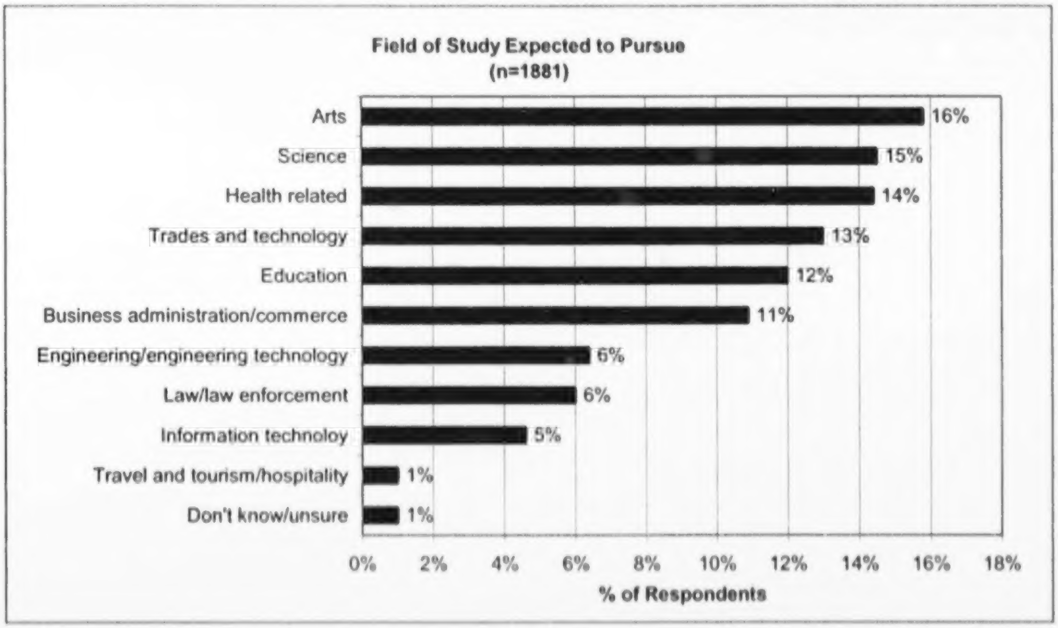
[27] Parent: Includes parent/guardian throughout this report.

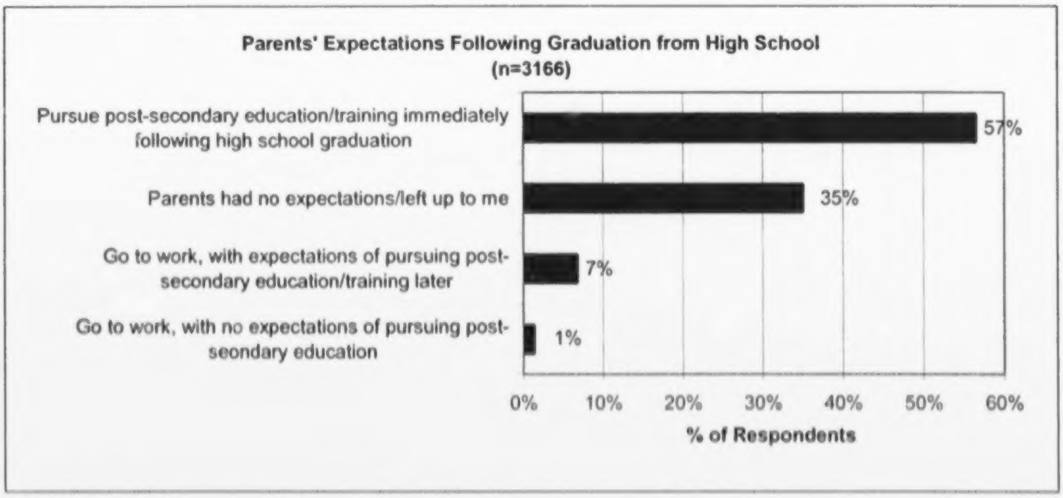
Of those respondents who had planned to pursue post-secondary education after graduation, 66% had already decided while they were still in high school what field they wished to pursue. Most commonly, respondents had planned to pursue fields of study in arts (16%), science (15%), health (14%), followed by trades and technology (13%), education (12%), and business administration/commerce (11%). Interestingly, 64% of respondents who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field at the time of the survey.



2.4.2 Parents' Expectations for Children Following Graduation from High School

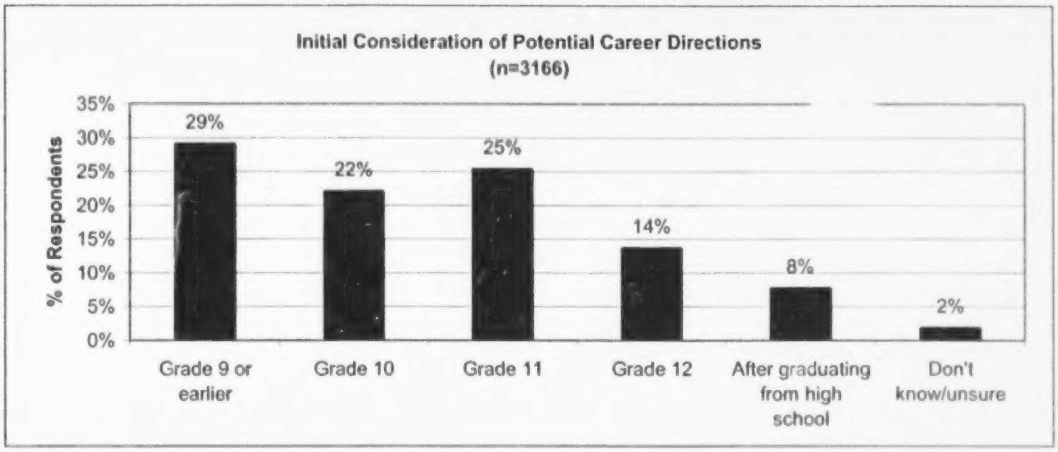
Over half (57%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following their high school graduation. Just over one-third (35%) of respondents felt that their parents had held no post-secondary educational expectations for them but rather left the decision to them. The remaining respondents said their parents had expected them to go to work after graduation and pursue post-secondary education later (7%) or go to work with no expectations of them pursuing post-secondary studies in the future (1%).

Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents (86%) whose parents had expected them to pursue post-secondary studies immediately after high school had in fact attended a post-secondary institution since graduation. Of those respondents who stated their parents had no post-secondary educational expectations for them, 59% had attended a post-secondary institution, while 41% had not yet attended at the time of the survey.

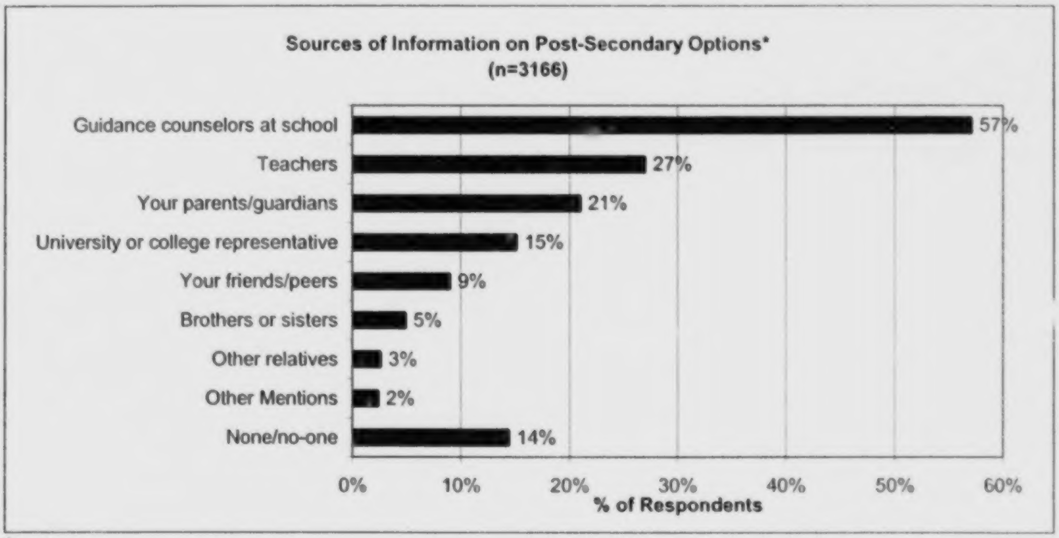


2.4.3 Planning for Post-Graduation Activities

For the most part, anglophone sector respondents began to think about potential career directions in advance of graduation. In fact, nine in ten respondents indicated that they began to think about potential career directions before they had graduated and approximately three-quarters (76%) reported they had begun to think about their careers even prior to grade 12.



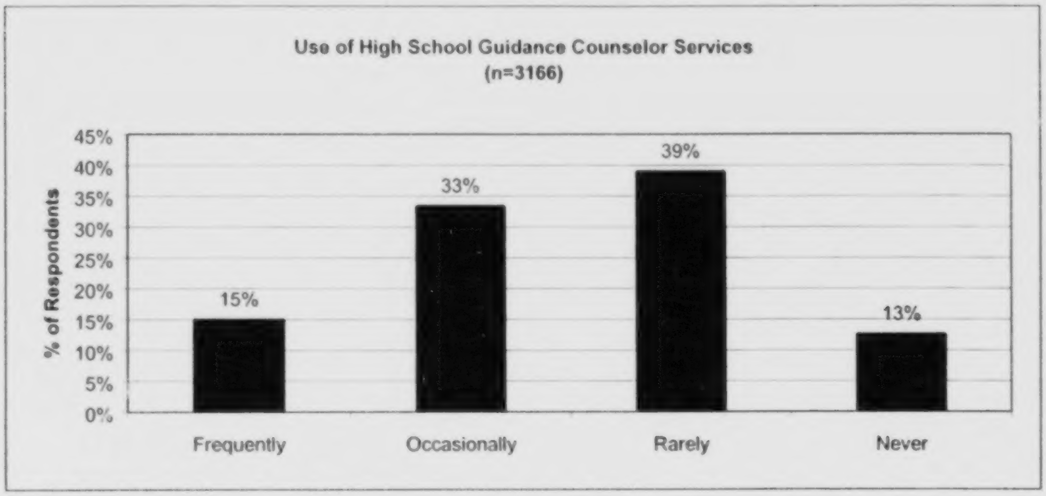
Referring to their high school years, most respondents (83%) indicated that they had received the kind of advice and information necessary to make a good decision about their options after they had graduated from high school. The majority of respondents (57%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents also identified teachers (27%), parents/guardians (21%), university/college representatives (15%) and friends/peers (9%) as sources of information.



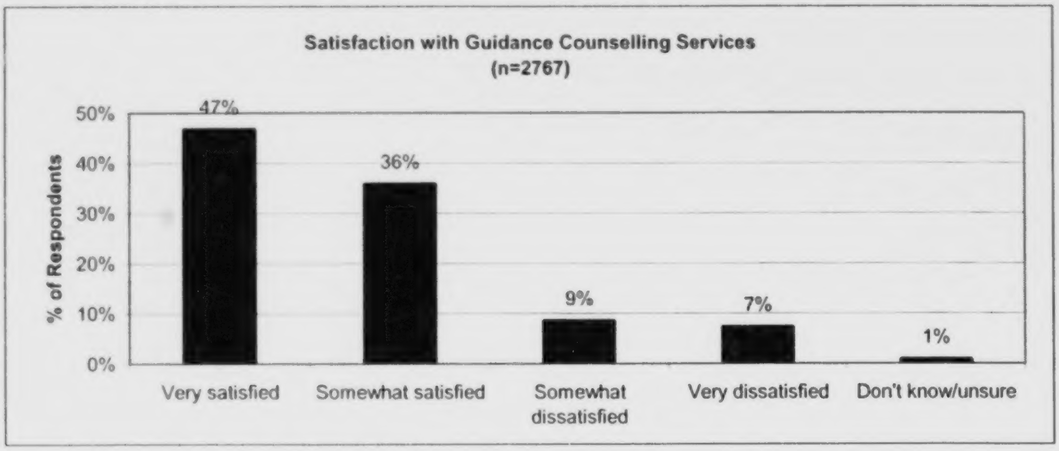
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Most respondents (87%) indicated that they did take advantage of the guidance counselor services that were offered at their high school, but to varying degrees. The majority of respondents (72%) reported they had used the high school guidance counselor services occasionally (33%) or rarely (39%).



The majority of respondents (83%) who had used the guidance counselor services at their high school said they were satisfied[28] with the services they had received.



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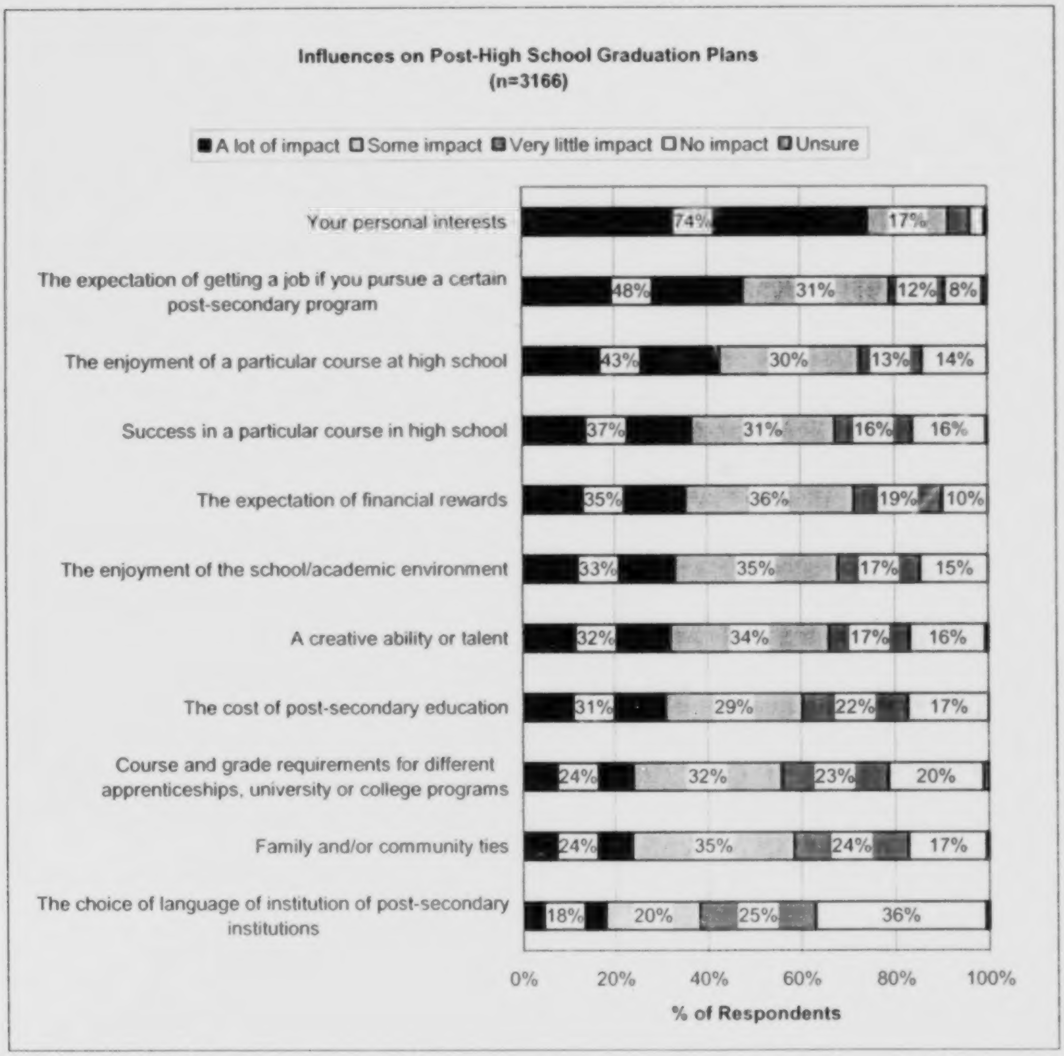
[28] Satisfied: Includes "very satisfied" or "somewhat satisfied".

2.4.5 Influences on Post–High School Activities

Respondents were asked to rate eleven factors as to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to be the most influential factor in their decision (91%)[29]. After this, the expectation of obtaining a job by pursuing a certain post-secondary program (79%), the enjoyment of a particular course at high school (73%), and the expectation of financial rewards (71%) were important factors in the decision-making process. Respondents were less concerned with the cost of a post-secondary education (60%), family and/or community ties (59%), course and mark requirements for different programs (56%), and the choice of language of instruction of post-secondary institutions (38%).



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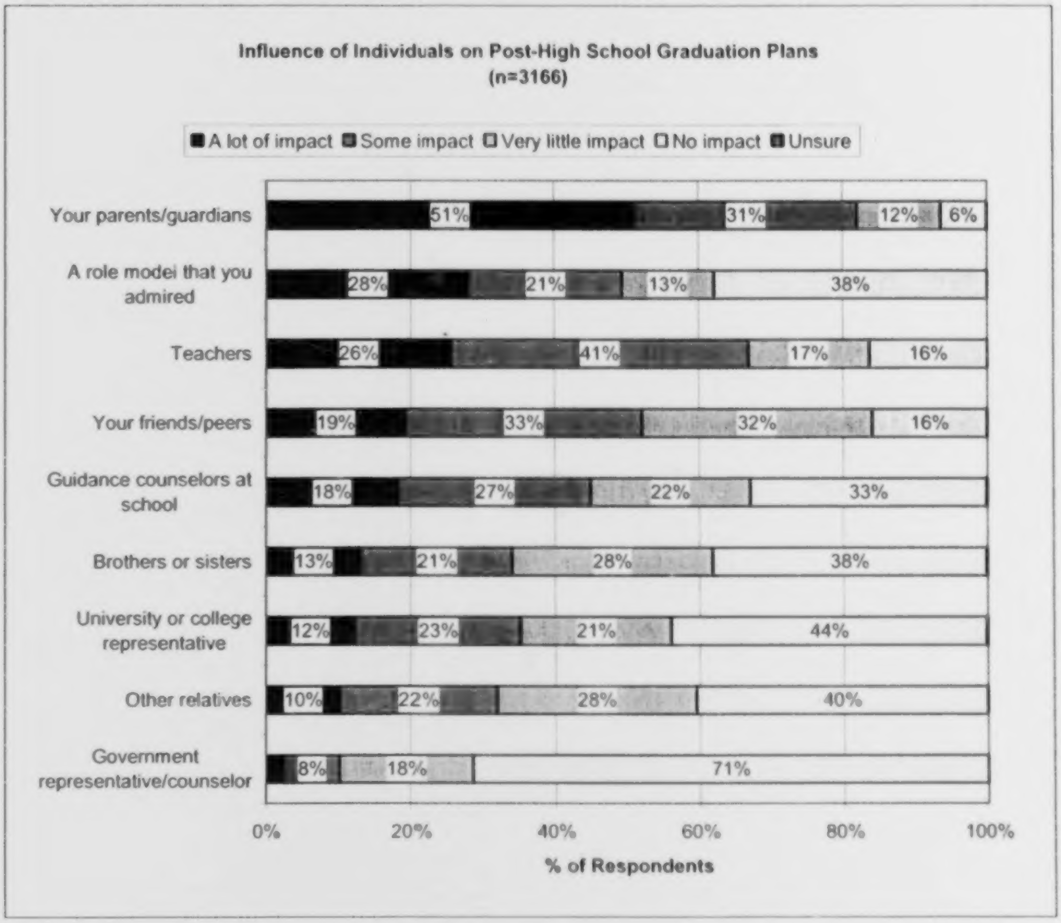
[29] Influence: Includes "a lot of impact" or "some impact".

In addition, respondents were asked to rate the level of influence that nine types of individuals had had on their decision of what to do following high school. Respondents reported that parents and guardians (82%) had had the greatest influence[30] on their decision, followed by teachers (67%), friends or peers (52%), a role model that they admired (49%), and a guidance counselor (45%). Respondents were not as influenced by university or college representatives (35%), brothers or sisters (34%), other relatives (32%), or government representatives (11%).



Influence of Individuals on Post-High School Graduation Plans (n=3166)

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[30] Influence: Includes "a lot of impact" or "some impact".

2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school had prepared them for their future endeavors and to provide suggestions on how high schools could better prepare students for the future.

2.5.1 Post Secondary Preparation

The majority of respondents (60%) felt that high school provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide them with these habits (32%) or did so only in part (8%).

When asked how high schools could better equip students with the study habits they needed to pursue post-secondary education, 21% of respondents said that high schools should be more challenging, 10% suggested they should teach study habits or hold study workshops and the same proportion felt emphasizing independent work and having less "babying" would help improve students' study habits.

Suggestions for Improvement-Study Habits*

	(n=1271)	% of Respondents
More challenging/greater workload/higher standards	266	20.9
Teach study habits/study workshops	127	10.0
Emphasize independent work/less babying	125	9.8
Mirror university style of teaching, testing, etc.	86	6.8
Teach more essay writing/reading/research skills	84	6.6
Stricter teachers/more discipline	78	6.1
Increase course choices	46	3.6
More relevant course work in general	33	2.6
More teacher support (tutoring, teacher-student ratio)	25	2.0
Other Mentions	155	12.1
Unsure	367	28.9

*Multiple responses allowed

Generally, most respondents (81%) felt that high school had provided them with the kind of academic preparation needed to pursue post-secondary education or training. Approximately 12% of respondents, however, felt that high school did not prepare them in this area and 7% felt their high school experience only partially prepared them.

Respondents who felt they were not prepared academically to pursue a post secondary education suggested that schools should increase the challenge standards (16%) and course choices (13%) to better prepare students academically.

Suggestions for Improvement-Adequate Academic Preparation*

	(n=610)	% of Respondents
More challenging/ greater workload/higher standards	98	16.0
Increase course choices	81	13.3
Teach more essay writing/reading/research skills	43	7.1
Mirror university style of teaching, testing, etc.	23	3.8
Better teachers/teaching methods/teaching skills	21	3.5
More relevant course work in general	21	3.4
More study in math	21	3.4
Increase/ improve advanced courses or university preparation courses	18	2.9
More one on one with teachers/guidance counselors	16	2.7
Teach study habits/study workshops	13	2.1
Stricter teachers /more discipline	13	2.1
Emphasize independent work/ less babying	12	2.0
More study in science	12	2.0
Other Mentions	68	11.0
Don't know/no answer	181	29.6

*Multiple responses allowed

When asked to reflect on their high school years, approximately three-quarters (74%) of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education. The remaining respondents felt that high school either did not provide them with these skills (17%) or only did so only in part (9%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestions were to offer courses or workshops on life skills (22%), budgeting and financial skills (15%), and time management skills (10%).

Suggestions for Improvement-Life Skills*		
	(n=811)	% of Respondents
Offer courses or workshops on life skills	182	22.4
Budgeting skills/financial	121	14.9
Time management skills	85	10.4
Offer more information on life skills	41	5.0
Communication skills	26	3.2
More challenging/ greater workload/higher standards	25	3.1
Wider range of courses	20	2.4
Emphasize independent work/ less babying	19	2.3
Other Mentions	74	9.0
Unsure	291	35.8

*Multiple responses allowed

2.5.2 Workforce Preparation

Three-quarters (75%) of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms of providing them with the necessary work-related skills. The remaining respondents felt that high school did not provide them with adequate preparation in this area (18%) or did so only partially (7%).

Respondents offered a wide range of suggestions on how high school could have better prepared them for the workforce, with the most common suggestion being to offer courses or workshops on job finding skills (16%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=784)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	127	16.2
More practical experience/application	34	4.3
Make work experience/co-op programs mandatory	25	3.2
Increase trade related / work related courses	24	3.1
Provide more info on career choices (job fairs, career days, etc.)	23	2.9
Encourage more people to take the co-op program	22	2.8
Offer more/ better/ longer co-op, youth apprenticeship programs, job shadowing)	20	2.5
Teach more life skills (finance, time management, people)	16	2.0
Other Mentions	56	7.3
Unsure	441	56.3

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key element of this study was to explore respondents' experiences following graduation from high school. When asked about their current situation, 55% of respondents from the anglophone sector reported they were attending a post-secondary institution at the time of the study, while 45% reported they were not.

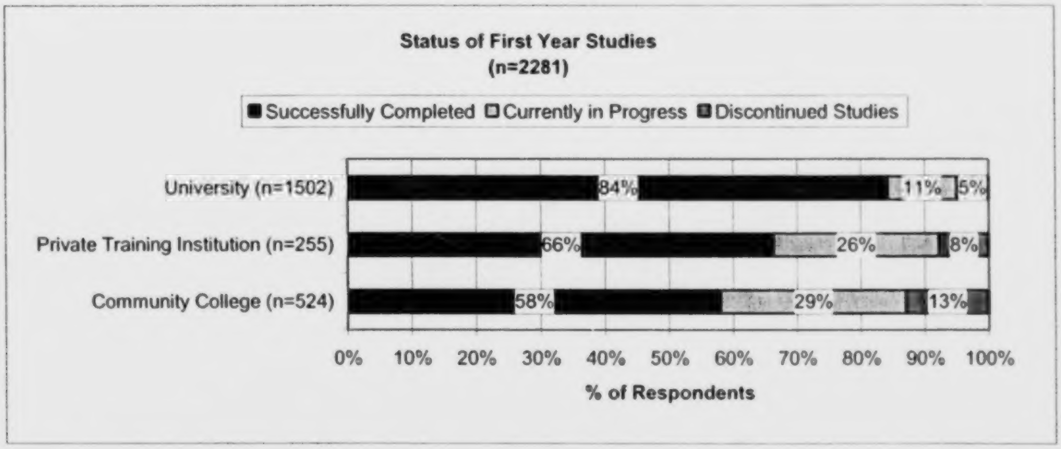
Respondents from the anglophone sector can be segmented into one of the four following categories for the purpose of this study:

- respondents who were attending a post-secondary institution at the time of the study (55%);
- respondents who had not yet attended a post-secondary institution (28%);
- respondents who had attended a post-secondary institution and discontinued their studies (10%); and
- respondents who had attended a post-secondary institution and fully completed their program (7%).

3.2 Completion Rate for First Year of Studies

Overall, 72% of respondents from the anglophone sector had attended a post-secondary institution at any time since graduation from high school in June 2002. Approximately three quarters (76%) of the respondents who had attended a post-secondary institution at some point since graduation had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program), 17% were in the process of completing their first year of studies, and 7% reported having discontinued their studies.

Respondents who had attended a university reported the highest completion rate of their first year (84%) as compared to those who had attended a private training institution (66%) or a community college (58%). When those in the process of completing their first year of studies were included, however, the numbers became more comparable: 29% of respondents who had attended a community college were still completing their first year at the time of survey, for a total of 87% either completed or in progress; 26% of those attending a private training institution were completing their first year for a total of 92%; and 11% of those who had attended a university were completing their first year, for a total of 95%. Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.



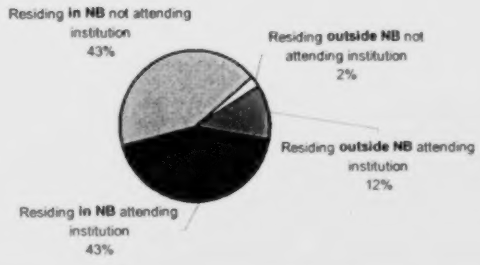
3.3 Mobility of Respondents

Overall, the vast majority of respondents from the anglophone sector (86%) were still residing in New Brunswick at the time of the survey. Of these respondents, 50% had stayed to attend an educational institution, while 50% had stayed for other reasons. When asked if they were likely to leave New Brunswick, 40% said they would leave, 35% indicated they would not leave, and 25% were unsure.

Of those who had migrated outside the province, 82% had relocated to attend an educational institution, while 18% had moved for reasons such as family or personal issues, increased job opportunities, or the opportunity for higher earnings outside the province. When asked if they were likely to return to New Brunswick, 43% said they would return, 29% indicated they would not return, and 28% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

Location of Graduates
(n=3166)



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those anglophone sector respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including the type of institution they had attended, the scope of their studies, their future expectations, the method they had used to finance their studies, and their expectations for employment opportunities in New Brunswick upon completion of their studies. The *Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 55% of respondents from the anglophone sector were engaged in post-secondary studies.

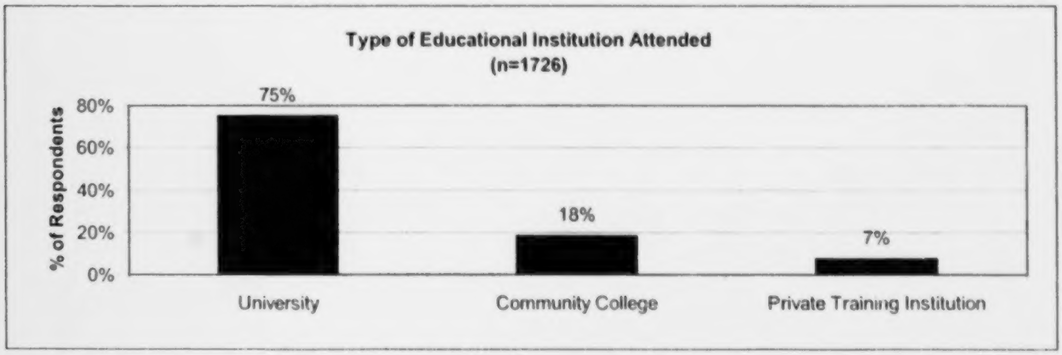
Overall, approximately three-quarters (74%) of the respondents who were engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who had indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. The majority of these respondents indicated they had been working prior to their studies (full-time: 52%, part-time: 11%), while approximately one-quarter (24%) indicated they had been attending another post-secondary institution. The remaining 13% were improving their marks at high school (5%), traveling (3%), or pursuing other activities (5%).

4.2 Selection of Post Secondary Institution

Respondents attending a post-secondary institution at the time of the study were asked to identify the name, type and location of the institution, as well well the factors influencing their choice of institution.

4.2.1 Name and Type of Institution

Three-quarters (75%) of respondents who were attending a post-secondary institution at the time of the study were enrolled at a university. The remaining respondents were either attending a community college (18%) or a private training institution (7%).



When asked what institution they were attending at that time, respondents most frequently cited the University of New Brunswick (35%), followed by a New Brunswick Community College (14%), and St. Thomas University (14%). For the most part, respondents indicated that the institution they were attending at the time of this study was in fact their first choice (86%).

Name of Post-Secondary Institution		
	(n=1726)	% of Respondents
University of New Brunswick	599	34.9
NBCC/CCNB	246	14.3
St. Thomas University	236	13.7
Mount Allison University	100	5.8
Dalhousie University	81	4.7
St. Mary's University	63	3.6
Other Mentions	402	23.0

4.2.2 Location of Institution

Most respondents attending school at the time of the survey (79%) had chosen to attend a post-secondary institution in New Brunswick. Next to New Brunswick, respondents were most likely to have attended an institution in the province of Nova Scotia (13%).

Location of Institution		
	(n=1726)	% of Respondents
New Brunswick	1355	78.5
Nova Scotia	229	13.2
Ontario	71	4.1
Other Mentions	71	4.2

4.2.3 *Influences on Type of Institution Chosen*

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on their responses, it appears that the availability of a desired program (79%) was the factor with the greatest influence[31] on respondents' decision concerning their current choice of post-secondary studies, followed by the reputation of the institution (77%), family influence and support (76%), and the institution being located in or close to their hometown (69%).

The factors that the least number of respondents considered as having had influence on their choice of an institution were the extracurricular activities available (33%), the availability of work terms/co-op programs (33%), and not being accepted by their first choice of institution (6%).

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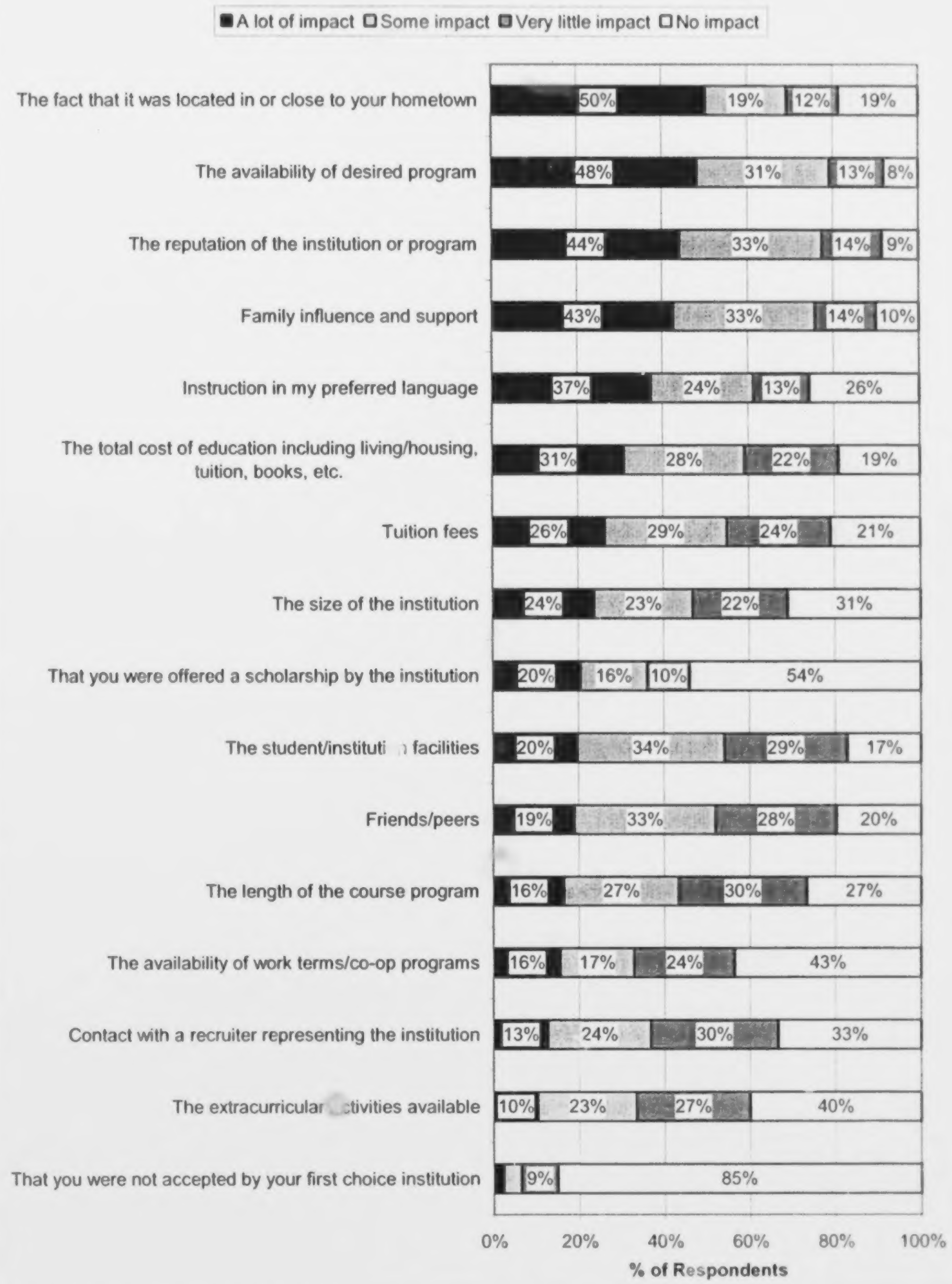
[31] Influence: Includes "a lot of impact" or "some impact".

Influences on Type of Institution Chosen
(n=1726)

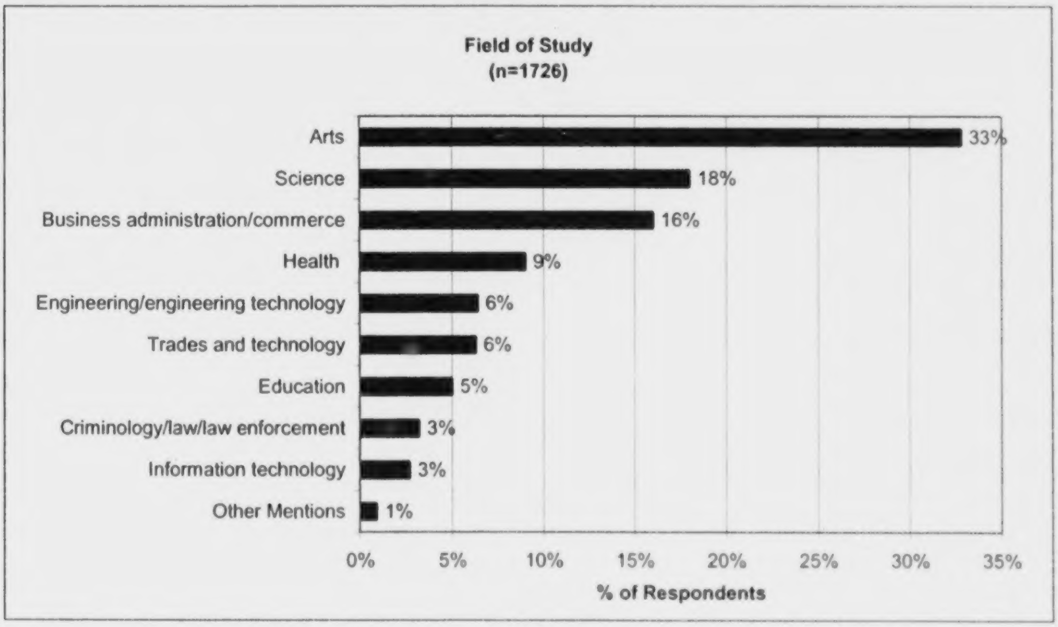


4.3 Scope of Study

Respondents were asked about their program of study at the time of the survey, including their educational status, field of study as well as the designation and length of their program.

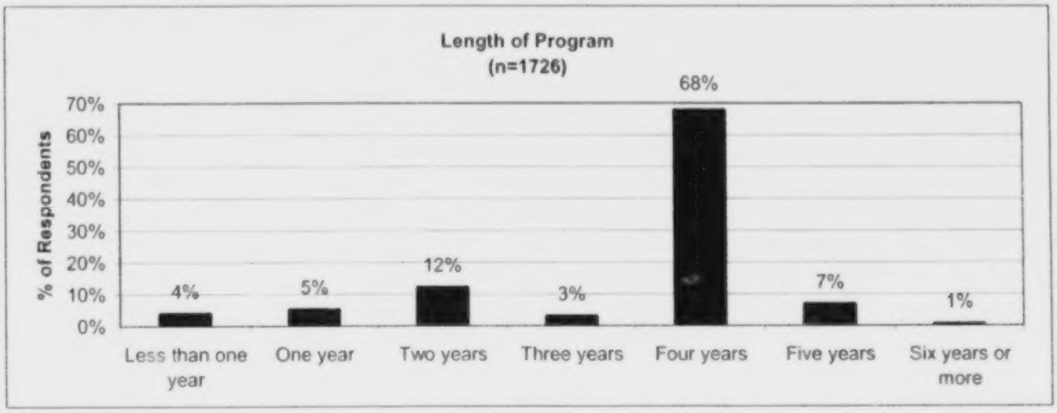
4.3.1 Educational Status and Field of Study

For the most part, respondents who were pursuing post-secondary education at the time of this study were attending classes full-time (95%). Most commonly, respondents reported they were studying in the field of arts (33%), followed by science (18%) and business administration/commerce (16%).



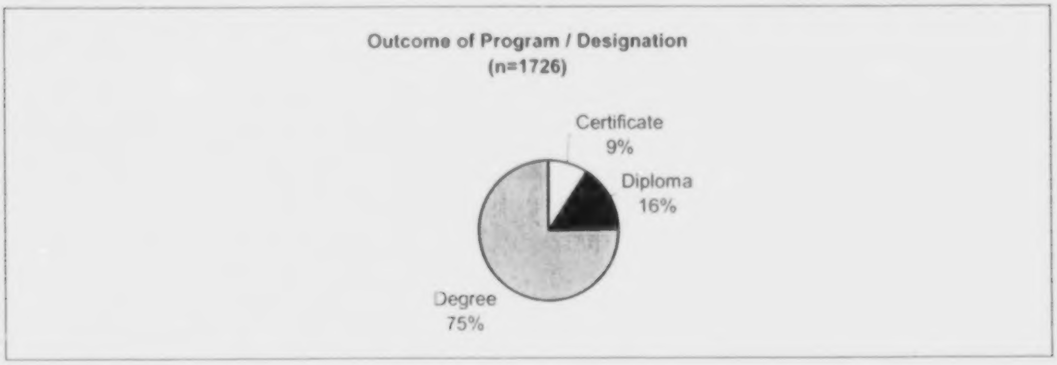
4.3.2 Length of Program

As a whole, the majority of respondents who were pursuing post-secondary studies were enrolled in a four-year program (68%). Not surprisingly, respondents enrolled in university were pursuing programs of longer duration (97% attending programs of four or more years in length) as compared to those attending community colleges (87% enrolled in programs of three years or less in duration) or private training institutions (94% attending programs of three years or less).



4.3.3 Outcome of Program of Study

Three-quarters (75%) of the respondents who were attending a post-secondary institution at the time of the survey indicated they would receive a degree upon completion of their program of study.

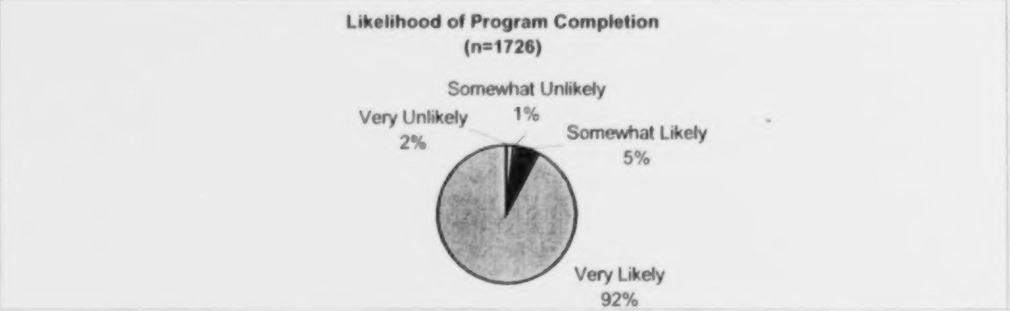


4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored, including the likelihood of finishing their program of study and their future educational plans.

4.4.1 Likelihood of Finishing Program of Study

The overwhelmingly majority of respondents (97%) indicated they were likely[32] to complete the post-secondary program in which they were enrolled in at the time of the survey. Those respondents who felt they would be unlikely[33] to complete their program identified that planning on switching programs (51%) or institutions (19%), a loss of interest (18%), being unprepared (7%) and other factors (5%) were reasons why they would be unlikely to complete their program.



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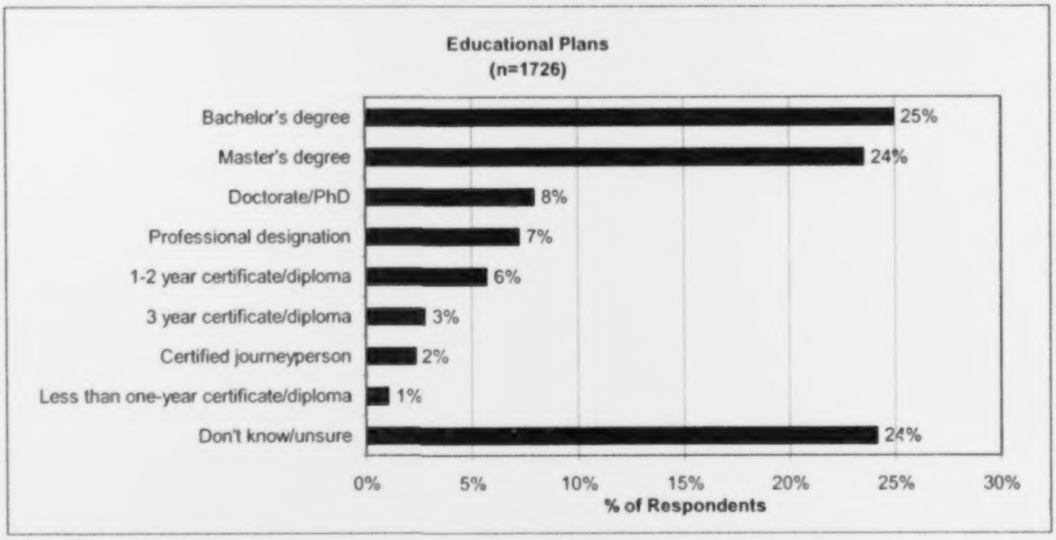
[32] Likely: Includes "very likely" or "somewhat likely".

[33] Unlikely: Includes "very unlikely" or "somewhat unlikely".

4.4.2 Future Plans for Education

When asked how far they planned to go in their education or training, respondents most frequently said they were aiming to obtain a Bachelor's degree (25%) or a Master's degree (24%). A further 8% indicated they planned to pursue a Doctorate/PhD and 7% aspired to a professional designation. Almost one-quarter of respondents (24%) were unsure of how far they planned to go with their education.

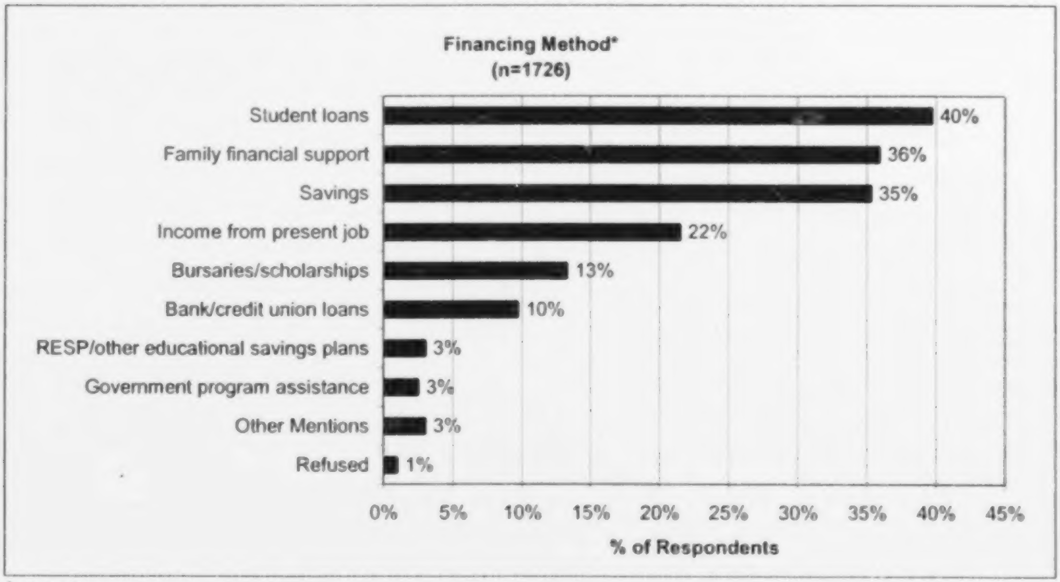


4.5 Financing Post-Secondary Education

In this section, respondents were asked about their methods of financing their post-secondary education and their sources of financial advice.

4.5.1 *Method of Financing*

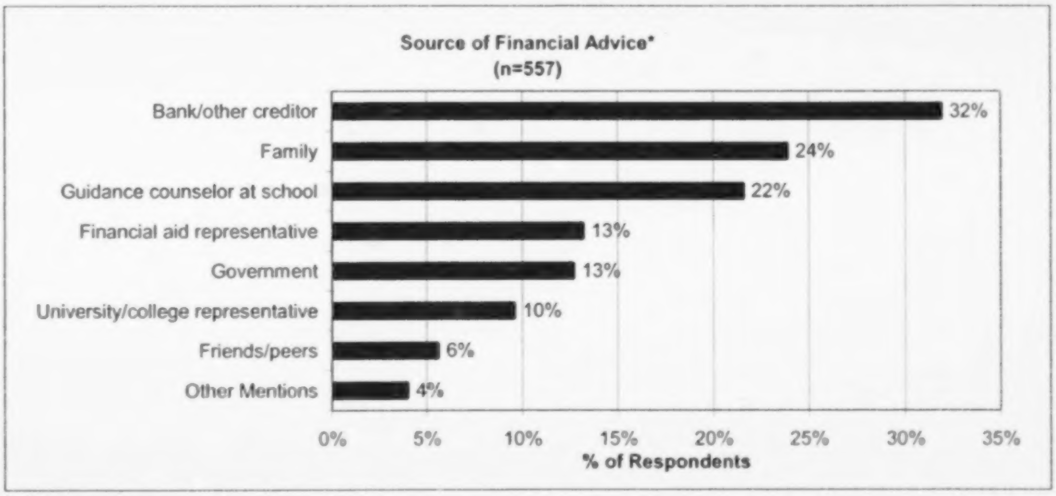
Most commonly, respondents who were attending a post-secondary institution at the time of this survey indicated they were financing their studies with student loans (40%), family financial support (36%), savings (35%), and/or income from working (22%).



*Multiple responses allowed

4.5.2 *Source of Financial Advice*

Of the respondents enrolled in a post-secondary institution at the time of the study, 67% reported they did not seek any financial advice or information regarding financing their post-secondary education. Those who did seek advice had most commonly consulted a bank or other creditor (32%), family member (24%) or a guidance counselor (22%).

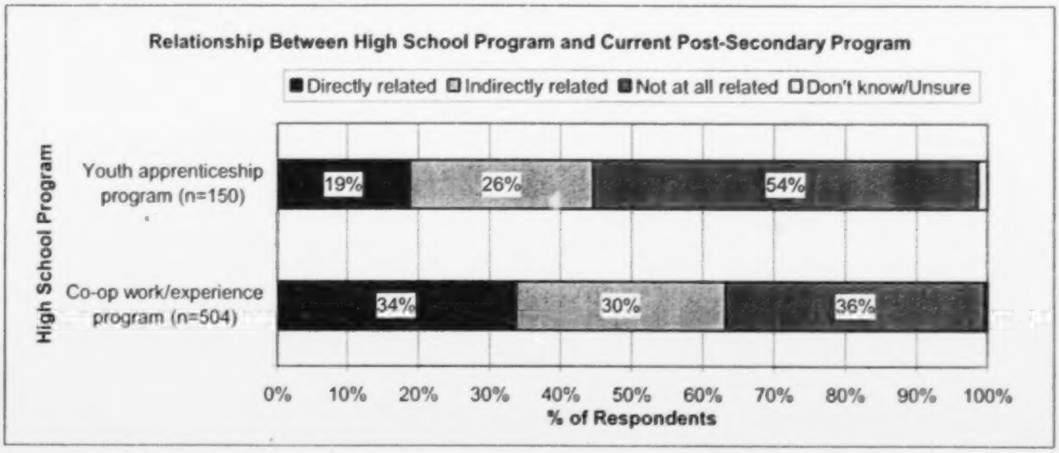


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 88% of respondents indicated they were at least somewhat satisfied with the advice (57% very satisfied, 31% somewhat satisfied). Only 12% of this group of respondents reported any level of dissatisfaction with financial advice they had received (6% somewhat dissatisfied, 6% very dissatisfied).

4.6 Relationship of High School Programs to Post-Secondary Education

Clearly, participation in a co-op/work experience program bore a slightly stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program. Approximately 64% of respondents who participated in a co-op/work experience program reported that their current program of study was directly (34%) or indirectly (30%) related to the co-op/work experience program they completed in high school. Similarly, 45% of respondents who participated in a youth apprenticeship program indicated there was a relationship between the two programs (19% directly and 26% indirectly).



4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about their opportunities for employment after completion of their post-secondary education, including mobility, and confidence in securing employment in New Brunswick.

4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Of the respondents engaged in post-secondary studies at the time of survey, more than two in ten respondents (21%) were pursuing post-secondary education outside the province. These respondents were attending university (81%), college (12%), or private training institution (7%).

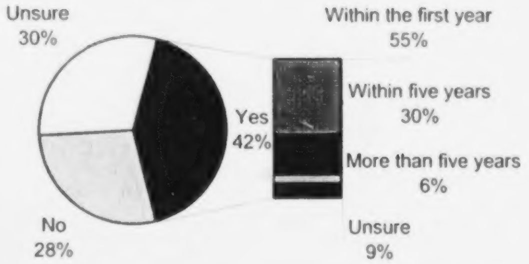
When asked why they had relocated, 23% indicated that the program they wanted was not offered in New Brunswick, 20% stated that they simply wanted to do their post-secondary education outside of New Brunswick, and 19% indicated that they felt programs outside the province were of higher quality.

Reasons for Attending a Post-Secondary Institution Outside New Brunswick

	(n=370)	% of Respondents
Choice program is not available in the province	85	23.1
I wanted to do my post-secondary education outside New Brunswick	73	19.7
Programs are of higher quality at out-of-province institutions	70	19.0
Personal/family reasons	39	10.5
New experiences/new places/better reputation	30	8.0
Better scholarships are available out-of-province	17	4.5
Other Mentions	24	6.4
No specific reason	33	8.8

Of those who were attending an institution outside of New Brunswick, 42% planned to return to the province after completing their current post-secondary education or training, the majority of whom (55%) planned to return within the year following graduation.

Anticipation of Returning to New Brunswick following Graduation from a Post Secondary Institution (n=370)



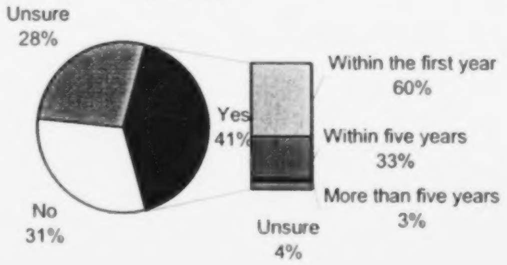
Those who did not plan on returning to the province (28%) gave a variety of reasons, as shown below.

Reasons for Not Returning to New Brunswick		
	(n=214)	% of Respondents
Better job opportunities elsewhere	66	30.8
Lack of jobs/fewer job opportunities	24	11.2
To travel/see other places	21	9.7
Lack of jobs in chosen field	17	8.2
Personal/family reasons	13	6.3
Rather live in big city	13	6.0
Further education	12	5.4
Military	6	2.9
Other Mentions	13	5.9
Unsure	29	13.6

4.7.2 Respondents Currently Attending an Institution In New Brunswick

Of the respondents in the anglophone sector who were attending a post-secondary institution in New Brunswick at the time of the study (79%), 41% anticipated leaving the province after they finished their post-secondary education or training. The majority of these respondents anticipated leaving within the first year following graduation (60%).

Anticipation of Leaving the Province After Graduation from Post-Secondary Institution (n=1356)

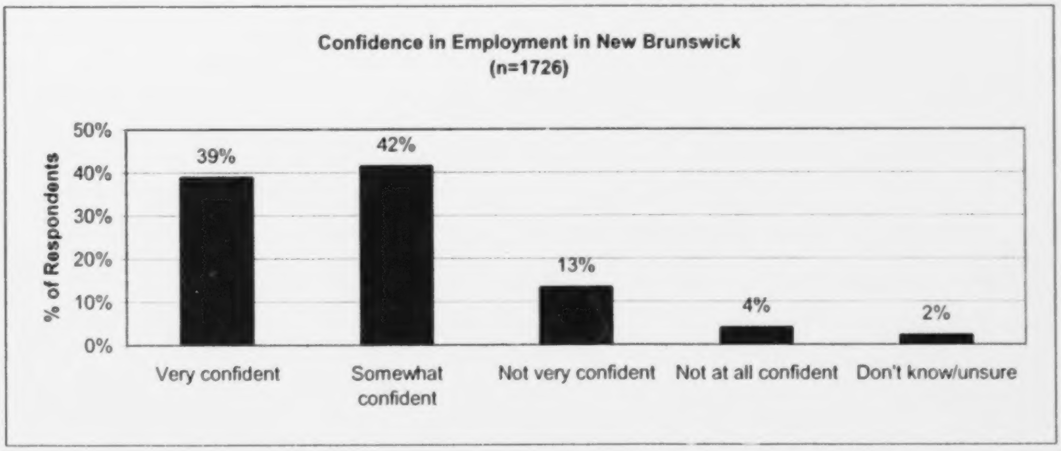


Respondents who anticipated leaving the province after they finish their current post-secondary education most commonly cited better job opportunities elsewhere (38%) or a desire to further their education (25%) as motivations for relocation.

Reasons for Leaving New Brunswick		
	(n=561)	% of Respondents
Better job opportunities	212	37.9
Further education	138	24.6
To travel/see other places	72	12.9
Better wages	37	6.6
For a change	35	6.2
Lack of jobs/fewer job opportunities	14	2.4
Lack of jobs in chosen field	13	2.3
Personal/family reasons	11	2.0
Other Mentions	22	3.8
Unsure	7	1.3

4.7.3 Employment in New Brunswick

All respondents of the anglophone sector attending a post-secondary institution at the time of the study were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Over eight in ten (81%) respondents felt confident[34] that they would be able to find employment in their field of study in New Brunswick after they finished their current post-secondary education, if they so desired.



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[34] Confidence: Includes "very confident" or "somewhat confident".

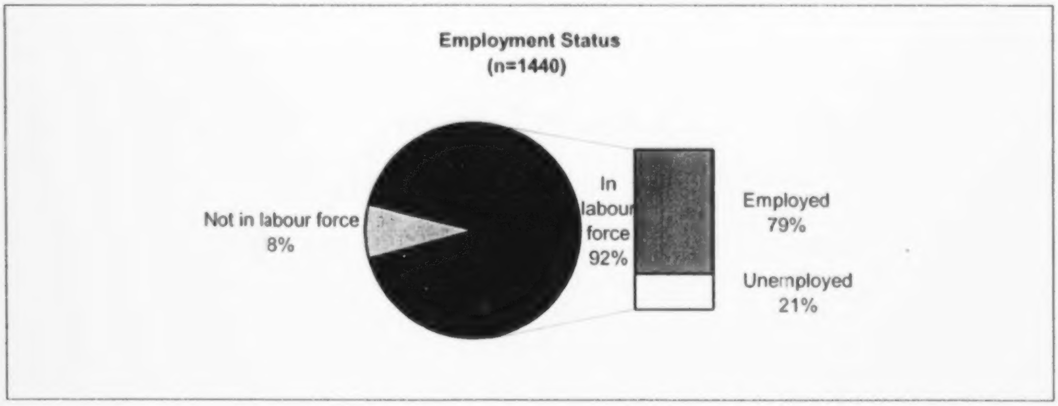
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for those respondents who were not attending a post-secondary institution at the time of the study. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued studies prior to completion, and those who had already completed their entire program. Respondents were asked about their employment status during the reference week of January 4th-10th, 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick and their future plans to pursue or return to post-secondary studies.

Overall, 45% of all respondents from the anglophone sector were not attending a post-secondary institution at the time of this study. Although not attending a post-secondary institution at that time, 38% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had had at least some post-secondary education, 45% reported successfully completing their entire program, and 55% reported discontinuing their studies.

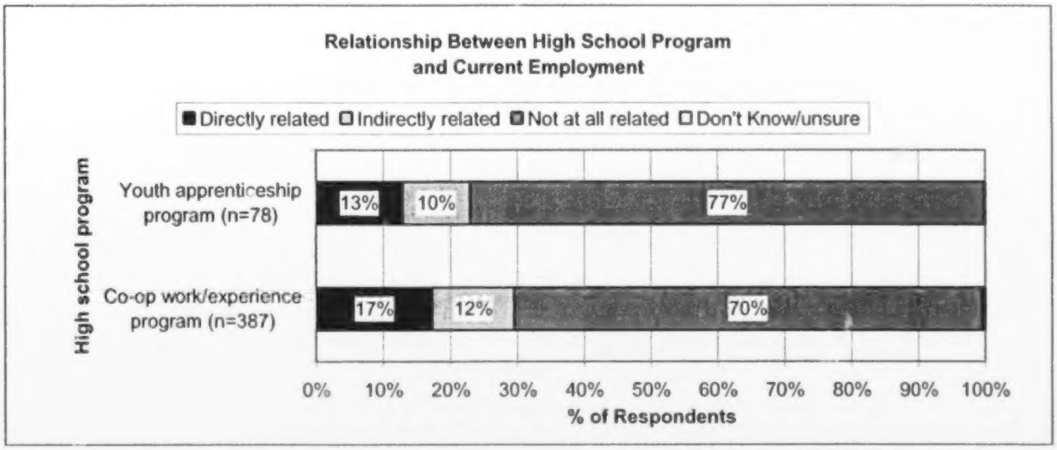
During the reference week, 92% of this group of respondents were in the labour force and 8% were not. Of those respondents in the labour force, 79% were employed (full-time: 84%; part-time: 16%) and 21% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours, etc.) and were therefore excluded from the analysis of these questions.



5.1.1 Relationship of Employment to Work Experience and Apprenticeship Program

Respondents who were employed during the reference week and who had participated in a co-op/work experience program or a youth apprenticeship program during their high school years were asked to indicate whether their employment at that time was directly related, indirectly related, or not at all related to their experience with their career-related program in high school.

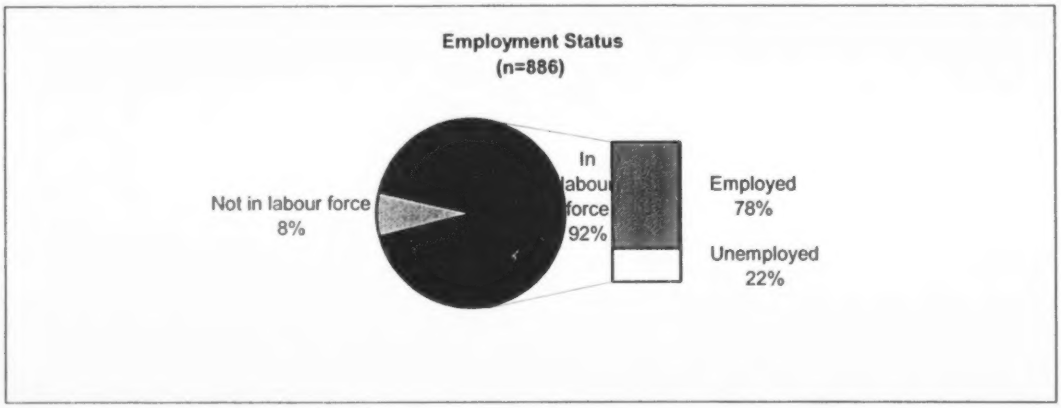
The majority of employed respondents (70%) who had participated in a co-op/work experience program in high school indicated that the program was not at all related to their present employment. This was also observed with those employed respondents who participated in a youth apprenticeship program in high school, with 77% indicating their present job position was not at all related to the program.



5.2 Respondents Who Not Yet Attended a Post Secondary Institution

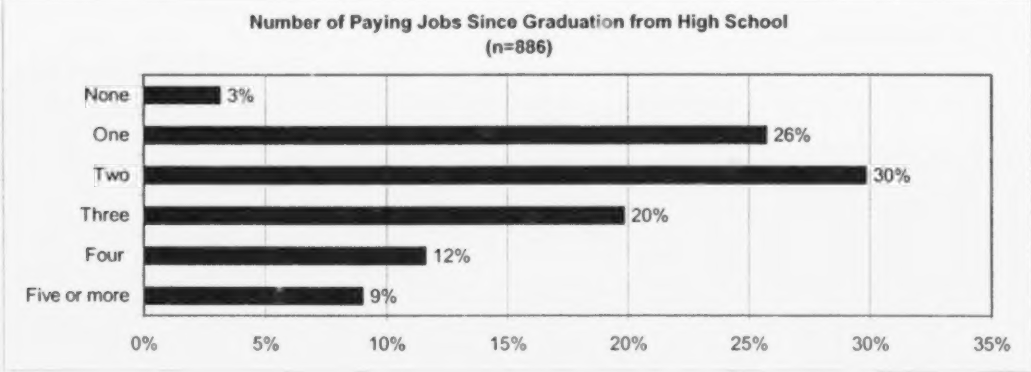
5.2.1 Labour Force and Employment Status

At the time of the survey, just over one-quarter (28%) of respondents from the anglophone sector had not yet attended a post-secondary institution. During the reference week, 92% of these respondents were in the labour force, while 8% were not. Of those in the labour force, 78% were employed (full-time: 85%; part-time: 15%), while 22% were unemployed.



Number of Jobs

On average, respondents from the anglophone sector who had not yet attended a post-secondary institution reported having 2.4 paying jobs since graduating from high school in June 2002.

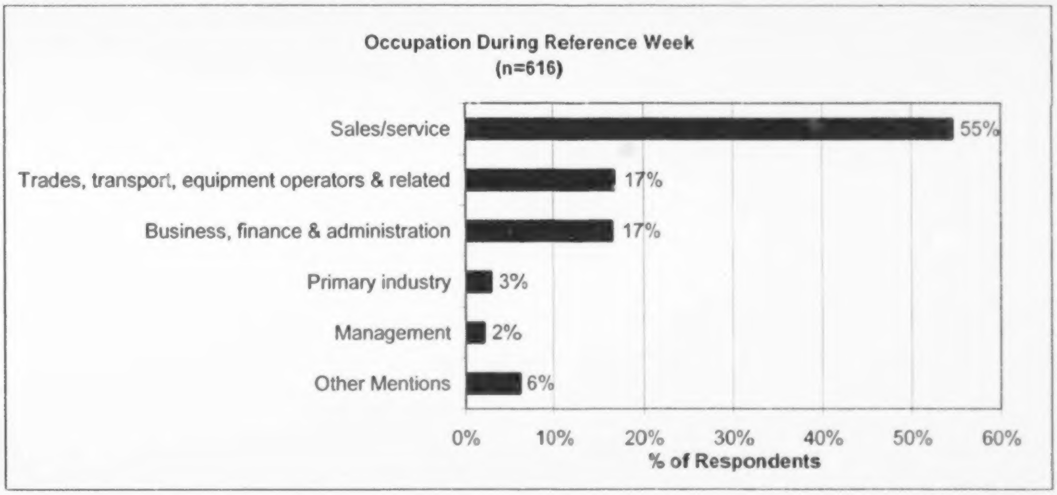


5.2.2 Respondents Working in Reference Week

Of the respondents who had not yet attended a post-secondary institution, 70% were employed during the reference week. Only 2% of respondents who had not yet attended a post-secondary institution indicated they were participating in an apprenticeship program during the reference week.

Occupation

During the reference week, the majority of employed respondents (55%) from this group were working in sales or service. Respondents also reported working in trades, transport, equipment operator and related occupations (17%) and business, finance or administration (17%) during the reference week.



Industry

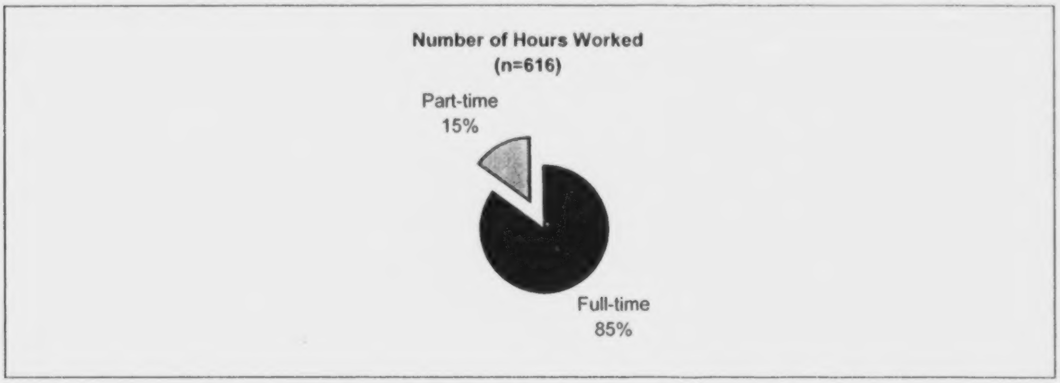
Most frequently, this group of working respondents reported holding positions in the retail trade industry (36%).

Type of Business, Industry or Service During Reference Week

	(n=616)	% of Respondents
Retail trade	220	35.6
Accommodations, food services	70	11.3
Administrative support, waste management & remediation services	69	11.2
Construction	40	6.4
Other services (except public administration)	33	5.3
Manufacturing	30	4.8
Agriculture, forestry, fishing & hunting	28	4.5
Health care & social assistance	22	3.5
Professional, scientific & technical services	19	3.1
Public administration	16	2.5
Transportation & warehousing	14	2.3
Other Mentions	18	2.0

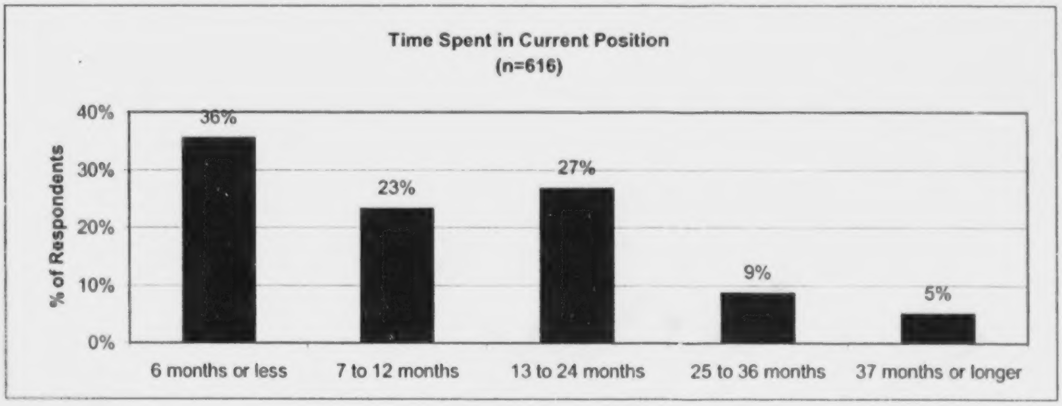
Average Number of Hours Worked & Average Hourly Wage

Most respondents (85%) who had not yet attended a post-secondary institution, but who were employed during the reference week, were working full-time hours at that time. In fact, as a whole, these respondents reported working an average of 37.1 hours during the reference week. The average hourly wage was $8.62.



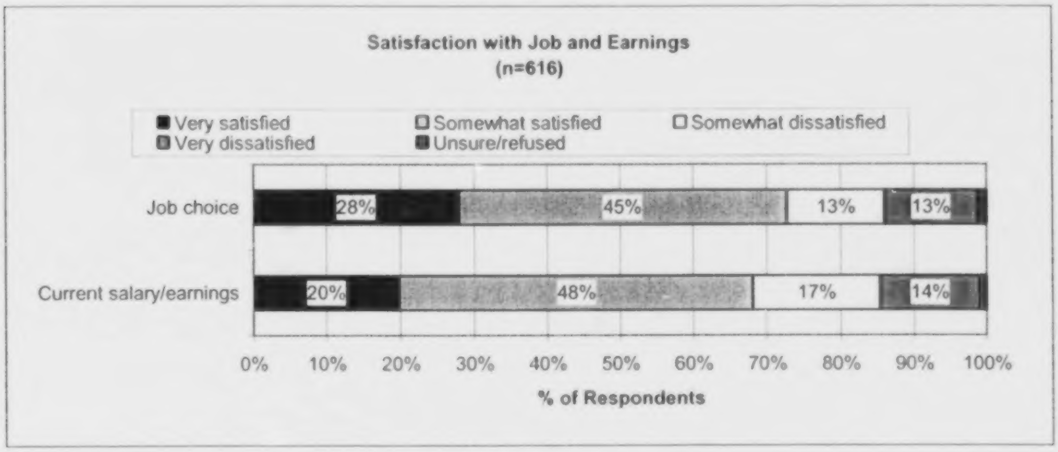
Length of Time Employed in Current Position

At the time of the study, employed respondents who had not yet attended a post-secondary institution had been employed in their current position for an average period of 13.9 months. Overall, 59% of these employed respondents had been employed in their current position for one year or less and the other 41% had been employed for a period of more than one year.



Satisfaction with Job Choice and Salary

Of this group of respondents, 73% reported being very or somewhat satisfied with their job choice and a slightly smaller percentage indicated they were very or somewhat satisfied with their current salary or earnings (68%).



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment of non-working respondents, 71% were unemployed and 29% were not in the labour force. Of those unemployed, 62% were looking for employment during the reference week, 29% were waiting for a recall after a layoff, and 9% were waiting for a new job to start in the following four weeks. When asked what type of work they were looking for, 62% indicated they were seeking full-time work, 16% were looking for part-time work, and the remaining 22% had no preference.

As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week

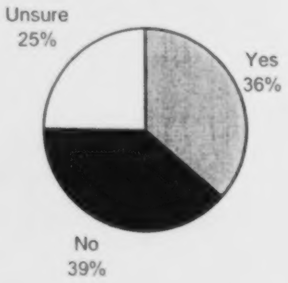
	Unemployed		**Not in Labour Force**	
	(n=180)	% of Respondents	(n=73)	% of Respondents
Inability to find job related to your training/experience	68	37.8	11	15.1
Waiting for recall to work after a layoff	52	28.9	-	-
Waiting for a new job to start in the next 4 weeks	16	8.9	-	-
No work available in area/ looking for job	15	8.3	2	2.7
Laid off/fired/quit	6	3.3	-	-
Not working due to personal or family responsibilities (no job waiting)	5	2.8	16	21.9
Traveling	5	2.8	4	5.5
Not working due to own illness or disability (no job waiting)	4	2.2	5	6.8
Not being bilingual	1	0.6	2	2.7
Receiving EI	1	0.5	1	1.4
Maternity leave	-	-	14	19.2
Not looking for work	-	-	8	11.0
Seasonal worker	-	-	1	1.4
Other Mentions	2	1.1	2	2.7
Refused	5	2.8	7	9.6

5.2.4 *Mobility*

Place of Residence & Expectations for Leaving New Brunswick

Almost all anglophone sector respondents (95%) who had not yet attended a post-secondary institution reported still living in New Brunswick at the time of the study; however, 36% said they anticipated leaving the province in the future. Of the remaining respondents residing in the province, 39% said they did not expect to leave New Brunswick and 25% were uncertain.

Plans to Leave New Brunswick
(n=841)



Of those respondents who anticipated leaving New Brunswick, 36% planned on leaving within the following year, 52% expected to leave within five years, and 8% intended to leave in more than five years. The remaining 4% of respondents were unsure when they would leave.

Reasons given for choosing to leave the province varied. Most frequently, respondents said they expected to leave the province for better job opportunities (42%), followed by a desire to further their education (18%) or to travel and see other places (16%).

Reasons for Leaving New Brunswick

	(n=306)	% of Respondents
Better job opportunities	127	41.5
Further education	54	17.5
To travel/see other places	49	15.9
For a change	24	7.8
Current employment	13	4.4
Personal/family reasons	12	3.9
Lack of jobs/fewer job opportunities	6	2.0
Better wages	6	2.0
Other Mentions	16	5.0

Motivations for Leaving New Brunswick

Of those respondents in this group who no longer resided in New Brunswick (5%), slightly over half (54%) indicated they had moved because more job opportunities were available outside of the province while another 40% cited personal or family reasons.

Reasons for Leaving New Brunswick*

	(n=45)	% of Respondents
More job opportunities outside the province	24	53.6
Family/personal reasons	18	40.3
Make more money outside the province	7	15.5
No specific reason	4	8.8
Go to school	3	6.7
Travel	2	4.3
Other Mentions	2	4.3

*Multiple responses allowed

Expectations for Returning to New Brunswick

Of those respondents who were residing outside of New Brunswick, 40% anticipated they would return to the province in the future. The remaining respondents said they did not anticipate returning (38%) or were unsure (22%).

Of those who were planning to move back to New Brunswick (n=18), 28% anticipated returning within the following year, 49% expected to relocate within five years, and 18% anticipated moving back in more than five years. The remaining 5% were not certain when they would move back.

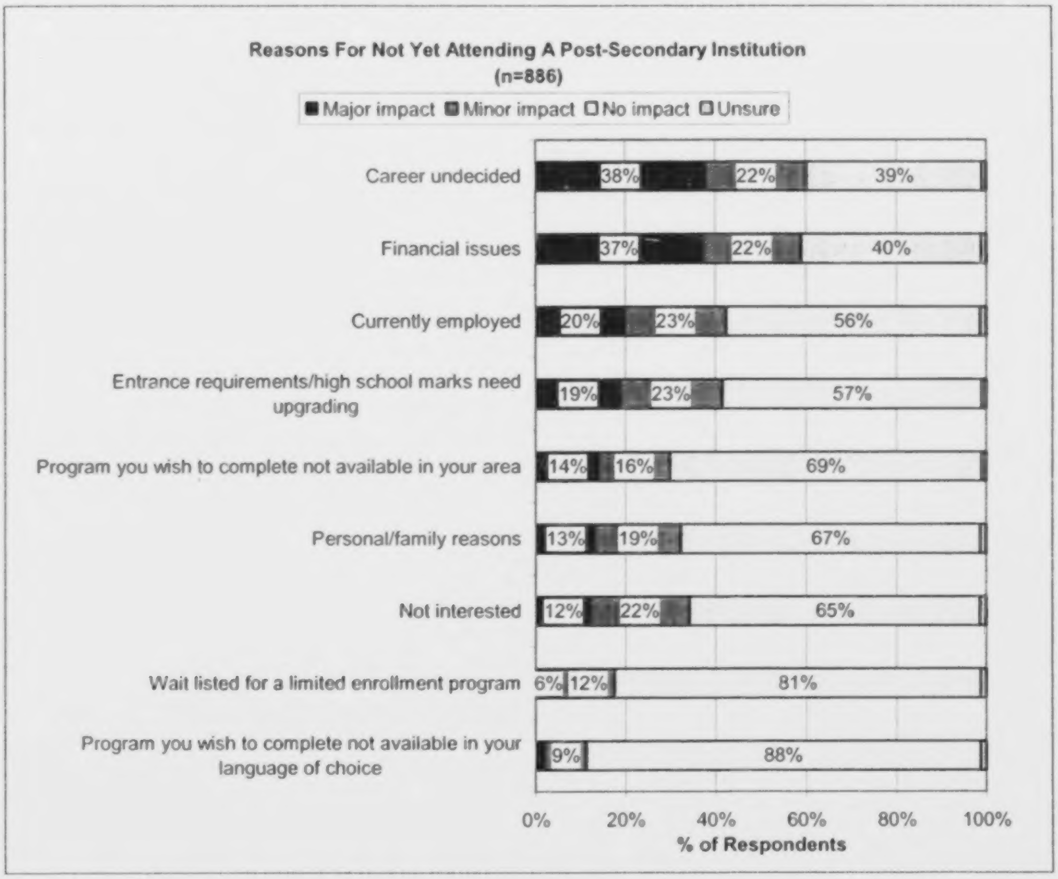
Respondents who did not anticipate returning to New Brunswick (n=27) most often identified better job opportunities elsewhere (26%) or the lack of job opportunities in New Brunswick (26%) as their reason for not returning to the province.

Reasons for Not Returning to New Brunswick

	(n=27)	% of Respondents
Better job opportunities	7	26.3
Lack of jobs/fewer job opportunities	7	26.0
Rather live in big city	2	7.8
Personal/family reasons	2	7.8
For a change	2	7.0
To travel/see other places	2	7.0
Military	1	3.8
Better wages	1	3.7
Current employment	1	3.5
Further education	1	3.4
Unsure	1	3.7

5.2.5 *Reasons for Not Attending a Post-Secondary Institution*

Nine potential barriers to pursuing a post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was asked to rank each factor as having a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies up to the time of the survey. Most frequently, this group of respondents reported that not having decided on a career was the factor that had the greatest influence on their decision to not attend a post-secondary institution at that time (60%), followed closely by financial issues (59%). Factors that had less influence on this decision included personal or family reasons (32%), a program of interest not being available in one's area (30%), being wait-listed for a limited enrollment program (18%), and a program not being available in a preferred language (11%).



Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at the time of survey were presented with a list of additional factors specific to each issue. Each respondent was then asked to indicate whether or not any of these select factors played a part in their decision to not attend a post-secondary institution at that time.

Respondents who cited "financial issues" as being a factor in their decision to not attend a post-secondary institution most frequently reported that the fear of getting into too much debt played a part in their decision (70%). Half of these respondents (50%) also identified not being able to get enough money to attend as a factor.

Reasons for Citing FINANCIAL ISSUES		
	(n=522)	% of Respondents
You are afraid of getting into too much debt	366	70.1
You were not able to get enough money to attend	263	50.4
The program you wish to take is too expensive	192	36.7
Other Mentions	34	6.6

Most frequently, respondents who reported, "not interested" in attending as a factor in their decision not to pursue post-secondary education to date said wanting to continue working and making money (87%), wanting to attend a post-secondary institution in the future (84%) and taking a break from formal learning (74%) played a part in their decision.

Reasons for Citing NOT INTERESTED		
	(n=302)	% of Respondents
You want to continue working and making money	261	86.5
You wish to attend sometime in the future	252	83.5
You wish to take a break from formal learning	224	74.3
You are planning on doing some traveling before deciding about a post-secondary education	119	39.5
You feel that a post secondary education will not help you get a job	39	13.0
Other Mentions	15	5.0

Of those respondents who indicated "undecided career" as a factor, most (85%) reported that being undecided between more than one career choice played a part in their decision not to attend a post-secondary institution at this time.

Reasons for Citing CAREER UNDECIDED		
	(n=529)	% of Respondents
You are undecided between more than one career choice	451	85.2
You did not have sufficient information on your post-secondary options	172	32.4
Other Mentions	13	2.5

Those who had cited "entrance requirements" as a factor said not meeting the entrance requirements for the institution (46%) or program they wished to enter (43%) played a part in their decision not to attend a post-secondary institution to date.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=364)	% of Respondents
You did not meet the entrance requirements for the **institution** you wished to enter	168	46.1
You did not meet the requirements for the **program** you wished to enter	156	42.8
The pre-requisite courses were not available at your school	69	19.0
You are currently back in high school upgrading your marks	15	4.1
Other Mentions	13	3.6

Respondents who reported "personal or family reasons" as a factor in their decision to not attend a post-secondary institution at that time most frequently identified family commitments (41%) and not wanting to leave their community and home (36%) as playing a part in their decision.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=289)	% of Respondents
Your present family commitments	118	40.9
You don't want to leave your community and home	105	36.3
Health reasons prevent you from attending	52	18.1
Lack of family support	25	8.6
Other Mentions	19	6.6

The majority of respondents who indicated their "current employment" was a factor felt that a need to support themselves (94%) played a role in their decision to not attend a post-secondary institution at that time.

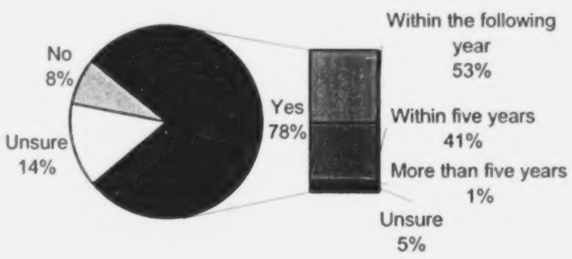
Reasons for Citing CURRENT EMPLOYMENT		
	(n=375)	% of Respondents
To support yourself	352	93.8
Working is what you want to do	291	77.7
You are still undecided on your career path	244	65.0
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	241	64.2
To earn money for post-secondary education	233	62.1
You believe that your work experience will get you to your career goals	229	61.2
To support your family	79	21.0
You have started your own business	16	4.3
Other Mentions	7	1.9

5.2.6 *Future Plans for Post-Secondary Education*

Plans and Timing of Education

Just over three-quarters (78%) of the respondents who had not yet attended a post-secondary institution at the time of the survey did plan to pursue post-secondary studies at some point in the future. Of those respondents who intended to pursue post-secondary education, slightly more than half (53%) planned to go the following year, while another 41% planned to go within five years.

Future Plans To Attend A Post-Secondary Institution (n=886)



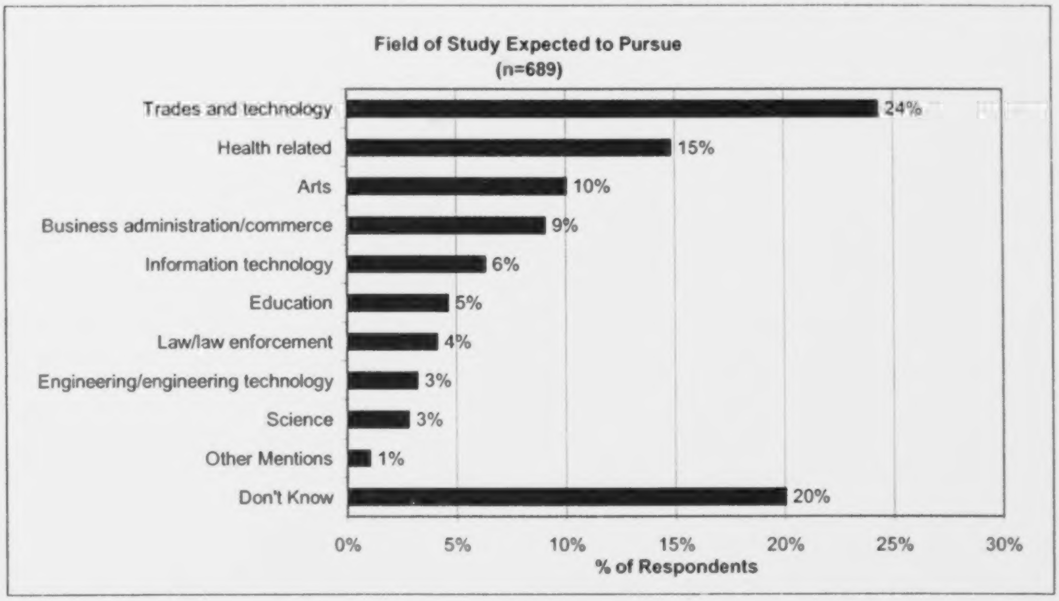
Motivations for Pursuing Education

When respondents were asked about their motivations for pursuing post-secondary education in the future, the desire to get a better job and further career opportunities was by far the most popular reason mentioned (83%).

Primary Reason for Deciding to Attend a Post-Secondary Institution		
	(n=689)	% of Respondents
To get a better job/further career opportunities	571	83.0
Will have sufficient financial resources	36	5.2
To further education/better myself	31	4.4
You know what you want to do	17	2.5
Other Mentions	34	4.9

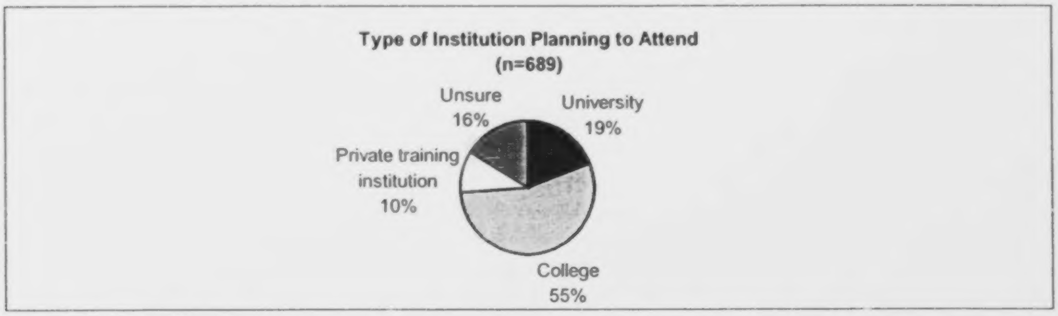
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (24%), followed by studies in a health-related field (15%). At the time of the study, 20% of these respondents were unsure what field of study they would pursue.



Type of Institution

Of those respondents who planned to engage in post-secondary studies in the future, more than half planned to attend a community college (55%).



Name of Institution

At the time of the survey, 41% of these respondents were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, but a New Brunswick Community College was cited most frequently (31%).

Name of Post-Secondary Institution		
	(n=689)	% of Respondents
NBCC/CCNB	215	31.3
University of New Brunswick	56	8.2
St. Thomas University	18	2.7
Other Mentions	115	16.5
Unsure	285	41.3

Location & Reasons for Leaving New Brunswick

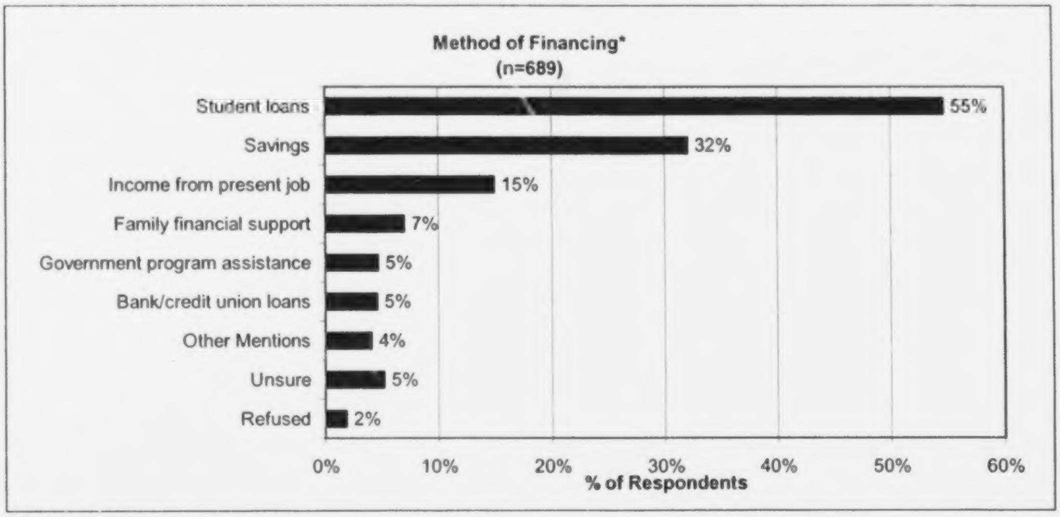
For the most part, respondents who were planning on pursuing a post-secondary education in the future were planning to attend an institution in New Brunswick (83%). Those who planned to attend an institution outside the province (17%) most frequently indicated that they were leaving New Brunswick because the program they wanted was not offered in the province (33%), they felt that the programs were of a higher quality outside of the province (16%), or because of personal or family reasons (16%).

Reasons for Attending a Post-Secondary Institution Outside New Brunswick*		
	(n=119)	% of Respondents
The program I wanted is not offered in the province	39	33.0
Programs are of a higher quality at out-of-province institutions	19	16.3
Personal/family reasons	19	16.0
Just wanted to move	8	6.7
Location/convenience	4	3.2
Only part of desired program is offered in the province	3	2.3
Other Mentions	12	10.4
No specific reasons	27	22.3

*Multiple responses allowed

Source of Financing

Respondents who were planning to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (55%) and personal savings (32%) appeared to be the most popular financing methods. Almost half (47%) of respondents indicated that they would use their own money to finance their education, either through savings (32%) or income from work (15%).



*Multiple responses allowed

5.3.1 Respondents Who Attended and Discontinued Studies

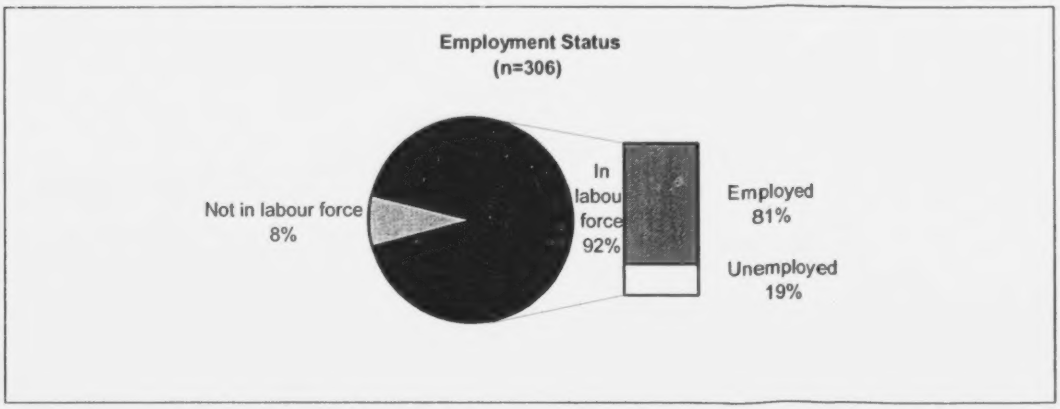
Overall, 10% of respondents from the anglophone sector had attended a post secondary institution at some point since graduating in 2002 but had since then discontinued their studies. Those who discontinued their studies most frequently identified taking a break from their studies (31%), losing interest in their program (22%), followed by the program not being what they had expected (14%) as reasons for the discontinuation.

Main Reason for Discontinuing Studies		
	(n=306)	% of Respondents
Did not discontinue, took break from studies	94	30.7
Lost interest in program	67	21.9
Program was not what you expected	42	13.7
Difficulty of program/academic failure	29	9.4
Personal/family/illness issues	24	7.7
Undecided on career	20	6.4
Other Mentions	15	4.9
Unsure	16	5.3

For the most part, the majority of respondents had discontinued their studies[35] during (42%) or at the end of the first year (33%) of a multi-year program. The remaining respondents discontinued studies before the completion of a program of one-year or less (18%) or during the second year of a multi-year program (7%).

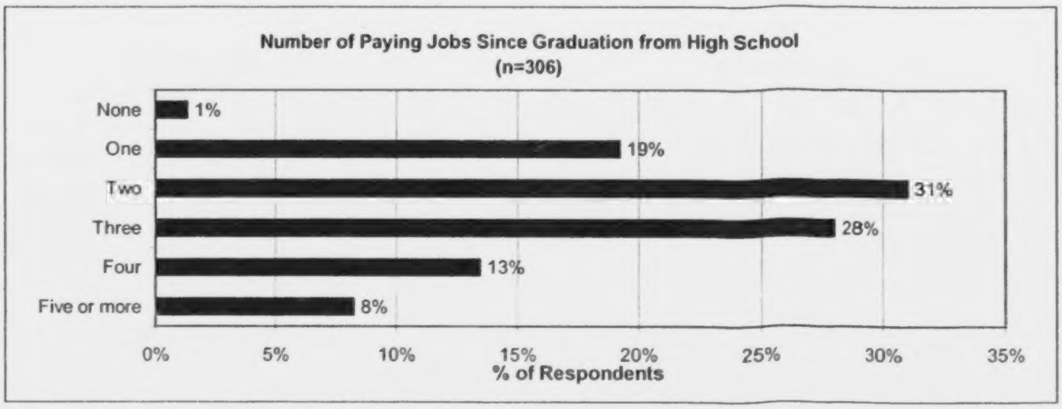
5.3.1 Labour Force and Employment Status

During the reference week, 92% of the group who had discontinued their studies were in the labour force, while 8% were not in the labour force. Of those respondents in the labour force, 81% were employed (full-time: 85%; part-time: 15%) and 19% were unemployed.



Number of Jobs

On average, respondents who discontinued their studies reported having 2.6 paying jobs since graduation from high school in June 2002.



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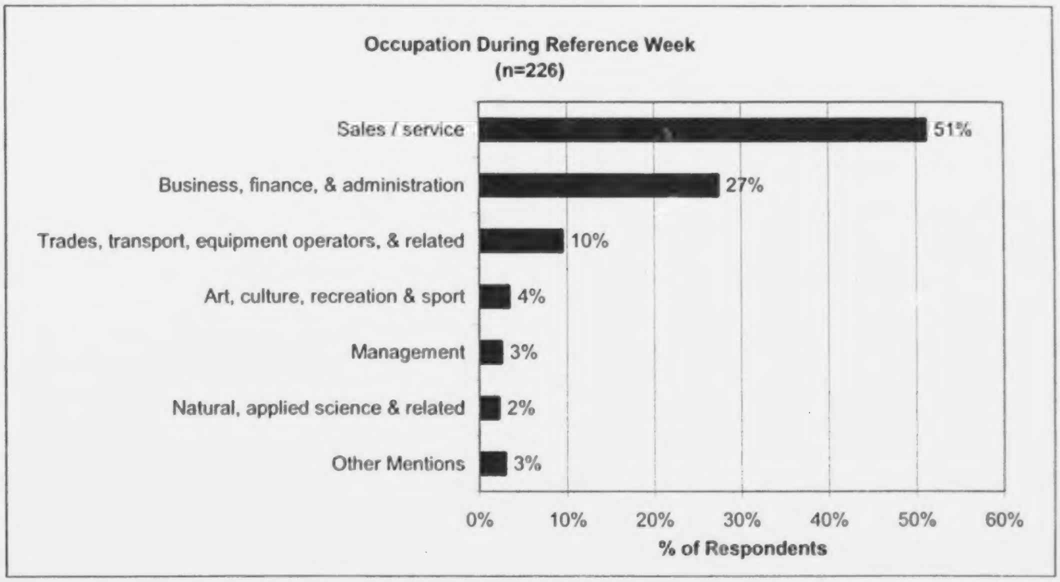
[35] 94 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.2 Respondents Working in the Reference Week

Three quarters (74%) of those who had discontinued their post-secondary studies were employed during the reference week. In total, 4% of employed respondents were participating in an apprenticeship program at the time of the study.

Occupation

At the time of the study, approximately half (51%) of this group of respondents who were employed were working in sales or service.



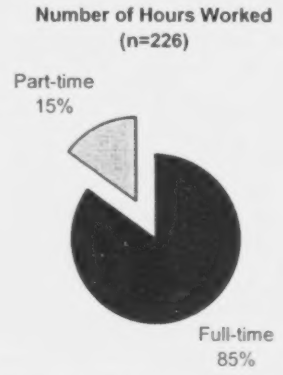
Industry

At the time of the survey, these working respondents most frequently reported holding positions in the retail trade industry (36%).

Type of Business, Industry or Service During Reference Week		
	(n=226)	% of Respondents
Retail trade	80	35.5
Administrative support, waste management & remediation services	33	14.5
Accommodations, food services	27	11.9
Professional, scientific, technical services	15	6.8
Health care & social assistance	12	5.3
Agricultural, forestry, fishing & hunting	10	4.4
Construction	9	3.9
Transportation & warehousing	7	3.0
Arts, entertainment, recreation	7	2.9
Information & cultural industries	6	2.7
Educational services	5	2.2
Other Mentions	16	6.9

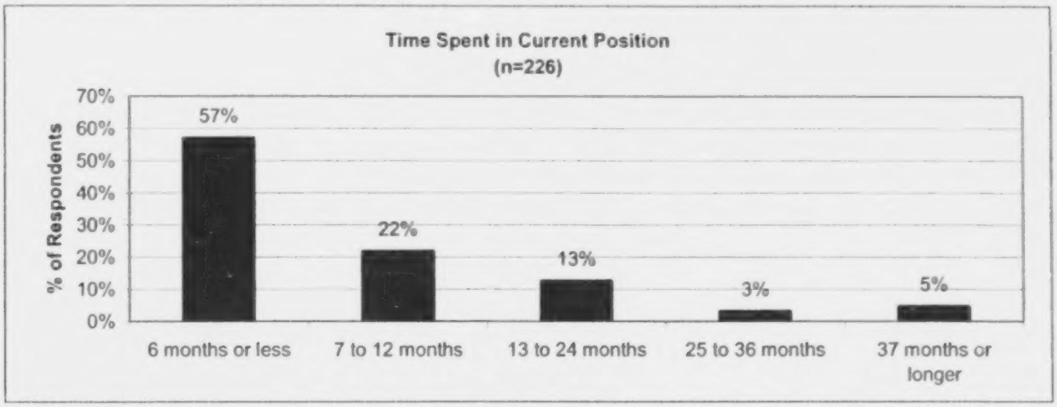
Average Number of Hours Worked & Average Hourly Wage

Most respondents (85%) who had discontinued their post-secondary studies, but who were employed during the reference week, were working full-time hours at the time of the survey. In fact, these respondents reported working an average of 36.1 hours during the reference week. Hourly wages ranged from $6.00 to $35.00, with an average hourly wage of $8.52.



Length of Time Employed in Current Position

At the time of the study, this group of working respondents had held their current position, on average, for a period of 8.5 months.



Relationship of Post-Secondary Education to Employment

The majority of this group of respondents felt that there was no relationship between their discontinued post-secondary studies and their employment at the time of the study. Of those respondents who discontinued their studies but were employed during the reference week, 81% felt that their job was not at all related to their post-secondary education or training. The remaining respondents felt their job was either directly related to their post-secondary education or training (9%) or indirectly related (10%).

5.3.3 Respondents Not Working in Reference Week

Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of those respondents not working during the reference week, 70% were unemployed, while 30% were not in the labour force. Of those unemployed, 81% were looking for employment during the reference week, 13% were waiting for a recall after a layoff, and 6% were waiting for a new job to start in the following four weeks. The majority (82%) of those seeking work were interested in full-time employment, 4% were seeking part-time work, and 14% had no preference.

As illustrated below, this segment of respondents identified a number of reasons for not working during the reference week.

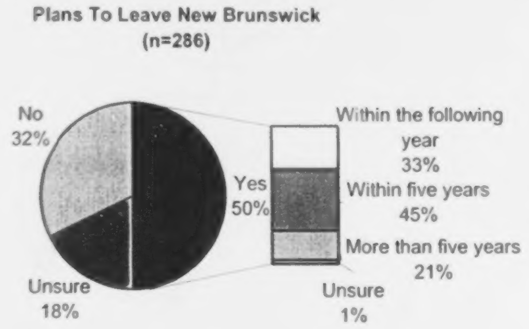
Main Reason for Not Working During the Reference Week

	Unemployed		**Not in Labour Force**	
	(n=53)	% of Respondents	(n=23)	% of Respondents
Inability to find job related to your training/experience	25	47.2	5	21.7
No work available in area/looking for job	9	17.0	-	-
Waiting for recall to work after a layoff	7	13.2	-	-
Laid off/fired/quit	3	5.7	-	-
Waiting for a new job to start in the next 4 weeks	3	5.7	-	-
Traveling	2	3.8	3	13.0
Not working due to personal or family responsibilities (no job waiting)	1	1.9	6	26.2
Returned to high school to improve marks	1	1.9	4	17.4
Not being bilingual	1	1.8	-	-
Not working due to own illness or disability (no job waiting)	-	-	3	13.0
Maternity leave	-	-	2	8.7
Refused	1	1.8	-	-

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (93%) of respondents who had attended a post-secondary institution but who had discontinued their studies were residing in New Brunswick at the time of the study. Of these respondents, half (50%) anticipated leaving New Brunswick in the future, and the largest group of them (45%) planned to leave within five years.



Most commonly, respondents reported they planned to leave the province for better job opportunities elsewhere (36%) and to further their education (25%).

Reasons for Leaving New Brunswick		
	(n=143)	% of Respondents
Better job opportunities	51	35.8
Further education	35	24.5
To travel/see other places	23	15.8
For a change	15	10.5
Current employment	8	5.4
Personal/family reasons	3	2.2
Lack of jobs/fewer job opportunities	3	2.2
Other Mentions	5	3.6

Motivations for Leaving New Brunswick

Those respondents who had left New Brunswick (7%) were asked about their motivations for having left. Half of this group of respondents (50%) made the move because they felt there were more job opportunities outside the province. Other common responses included leaving for family or personal reasons (24%) and going to school (20%).

Reasons for Leaving New Brunswick*		
	(n=20)	% of Respondents
More job opportunities outside the province	10	49.7
Family/personal reasons	5	24.2
Go to school	4	19.7
Make more money outside the province	3	14.7
Travel	2	10.3
No specific reasons	1	4.9

*Multiple responses allowed

Expectations for Returning to New Brunswick

The majority (65%) of respondents who were residing outside the province at the time of the study said they anticipated returning to New Brunswick in the future. Of the remaining respondents, 15% said they had had no such intentions and 20% were unsure whether they would return to New Brunswick.

Of those who anticipated returning to the province (n=13), 54% expected to return within the following year, 22% expected to return within five years, 15% expected to return in more than five years, and 9% were uncertain when they would come back.

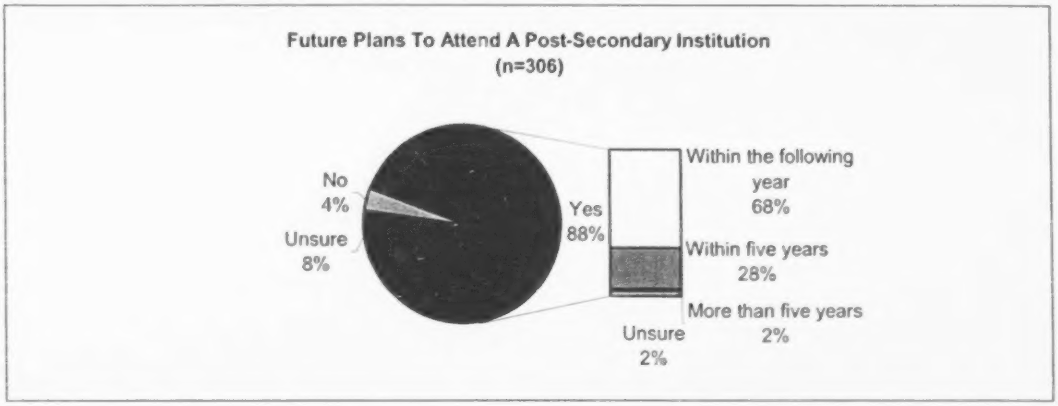
Those who were not planning to return to New Brunswick (n=7) most frequently identified the lack of jobs in New Brunswick as a reason why they did not intend to return (43%).

Reasons for Not Returning to New Brunswick		
	(n=7)	% of Respondents
Lack of jobs/fewer job opportunities	3	43.2
Better job opportunities	1	15.6
To travel/see other places	1	13.9
Rather live in big city	1	12.9
Unsure	1	14.4

5.3.5 *Future Plans for Post-Secondary Education*

Plans and Timing of Education

Most (88%) of respondents who had discontinued their studies at a post-secondary institution planned to return to school in the future.



Future Plans To Attend A Post-Secondary Institution (n=306)

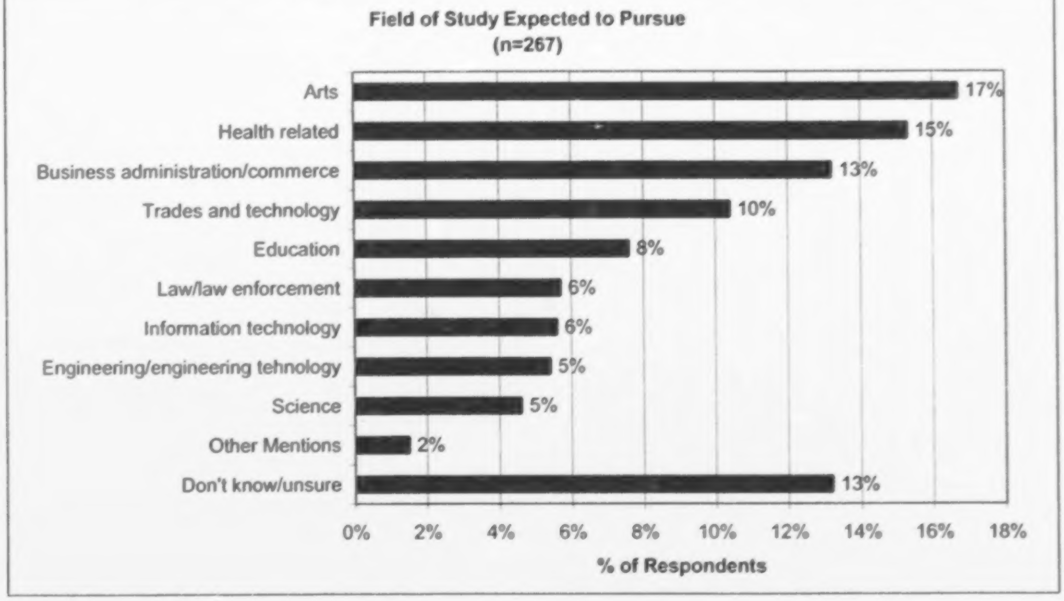
Motivations for Pursuing Education

Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (73%).

Primary Reason for Deciding to Attend a Post-Secondary Institution		
	(n=267)	% of Respondents
To get a better job/further career opportunities	195	72.9
To further education/better myself	23	8.8
You will have sufficient financial resources	17	6.4
You have been accepted in a post-secondary program that you wanted	14	5.3
Know what I want to do	13	4.7
Other Mentions	5	1.9

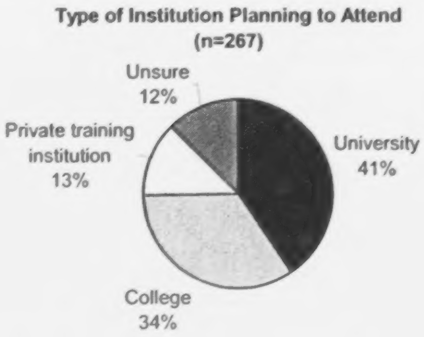
Field of Study

When probed for information regarding their future study plans, the group of respondents who planned on returning to post-secondary studies most frequently indicated that they were interested in pursuing studies in the arts field (17%), followed by health related fields (15%), and the business administration/commerce field (13%).



Type of Institution

The majority (75%) of this group of respondents indicated that they planned to attend a university (41%) or community college (34%) in the future.



Name of Institution

When asked what institution they planned to attend when they resume their studies, approximately one-third (29%) of respondents were unsure. The remaining respondents mentioned several different institutions throughout New Brunswick and Nova Scotia, however, a New Brunswick Community College (20%) and the University of New Brunswick (18%) were among the institutions mentioned most frequently.

Name of Post-Secondary Institution

	(n=267)	% of Respondents
NBCC/CCNB	54	20.1
University of New Brunswick	49	18.3
St. Thomas University	19	7.1
Dalhousie University	8	3.0
Holland College	7	2.6
Other Mentions	54	20.0
Unsure	77	28.9

Location & Reasons for Leaving New Brunswick

Most of those respondents who had planned on resuming their post-secondary education planned to attend an institution within New Brunswick (72%). Those who planned to attend an institution outside the province (28%) most frequently cited that programs were of a higher quality at out-of-province institutions (31%) and/or the program they wanted was not offered in New Brunswick (28%) as reasons for attending an institution outside New Brunswick.

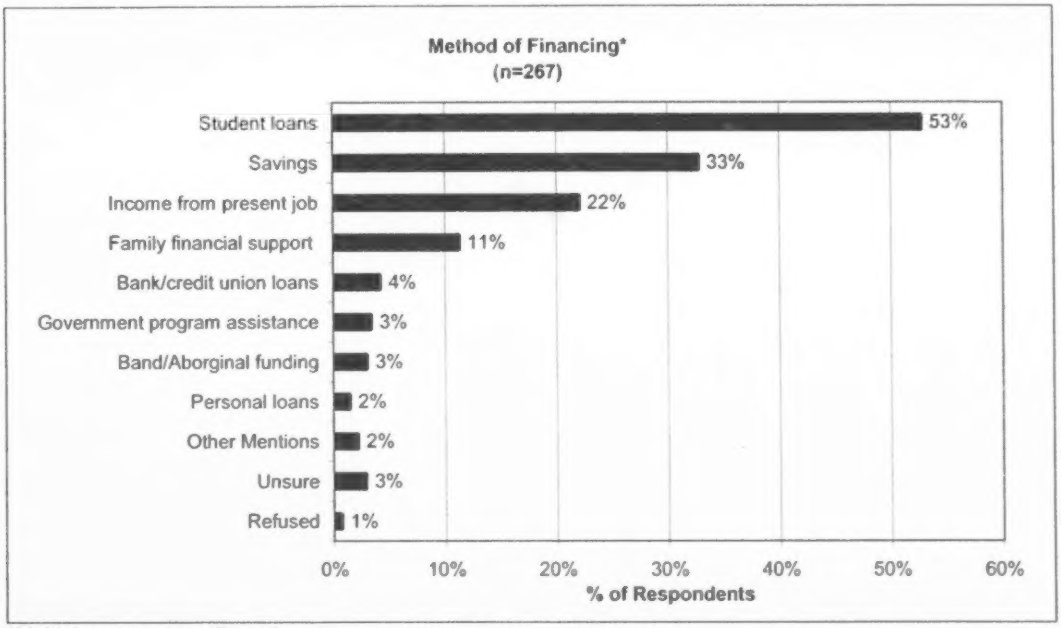
Reasons for Attending a Post-Secondary Institution Outside New Brunswick*

	(n=74)	% of Respondents
Programs are of a higher quality at out-of-province institutions	23	31.3
The program I wanted is not offered in the province	21	28.0
Personal/family reasons	11	14.8
Lower costs	3	4.2
Job/career related	3	4.1
Location/convenience	3	4.0
Living outside of New Brunswick	2	2.6
Other Mentions	5	6.6
No specific reasons	11	14.9

*Multiple responses allowed

Source of Financing

When asked what methods they intended to use to finance their future studies, approximately half (53%) of this group of respondents identified student loans. Personal savings (33%) and using the income from their work (22%) were also among the most frequently suggested methods for financing post-secondary studies.



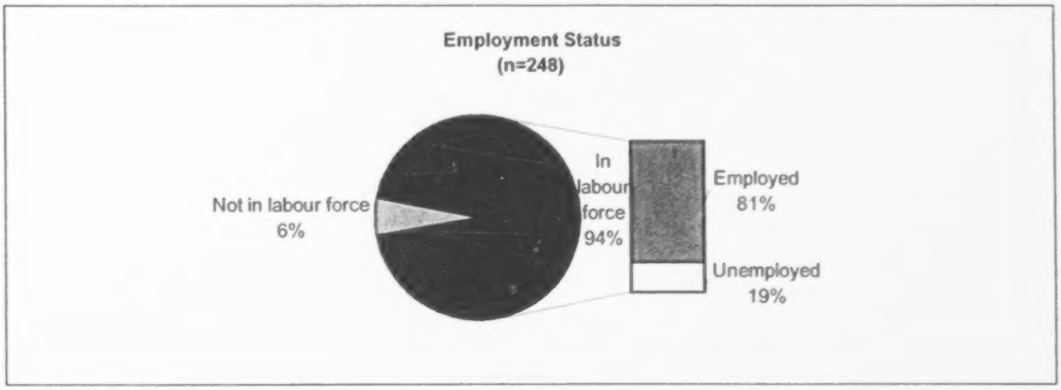
*Multiple responses allowed

5.4 Respondents Who Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

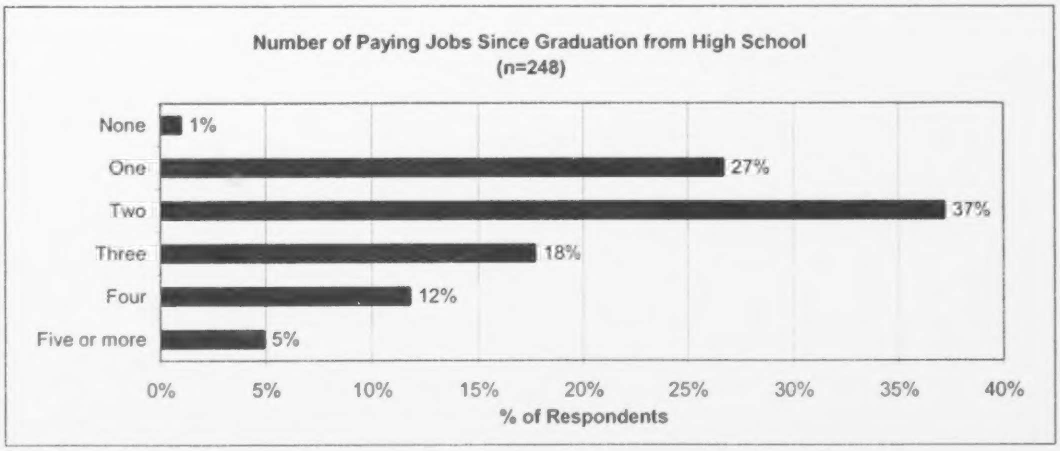
Overall, 8% of respondents from the anglophone sector had attended a post-secondary institution since their high school graduation and had fully completed their program of studies. Overall, most of these respondents had attended a private training institution (50%), or a community college (47%), and 3% had attended university.

During the reference week, 94% of these respondents were in the labour force, while 6% were not in the labour force. Of those in the labour force, 81% were employed (full-time: 87%; part-time: 13%), and 19% were unemployed.



Number of Jobs

On average, respondents from the anglophone sector who had completed their post-secondary education or training by the time of the survey had held 2.2 paying jobs since graduating from high school in 2002.

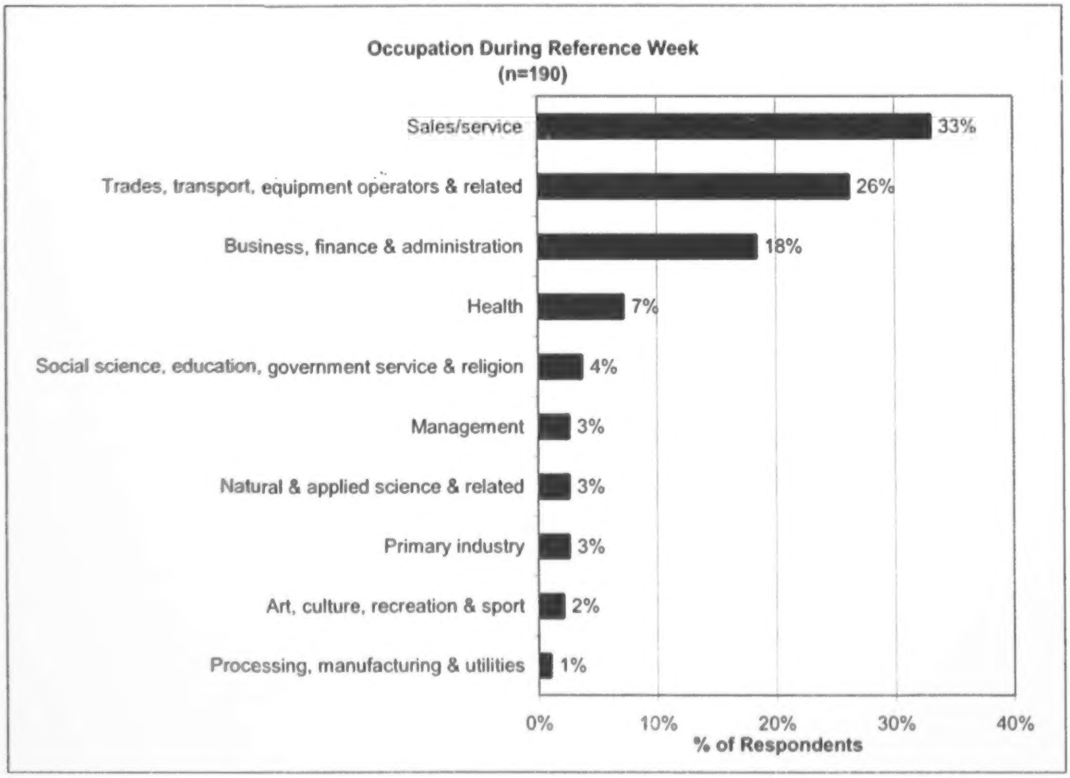


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 76% were employed during the reference week. Fifteen of these employed respondents (8%) were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, employed respondents most frequently reported working in sales and service occupations (33%), followed by trades, transport, equipment operators and related occupations (26%), and business, finance and administration (18%).



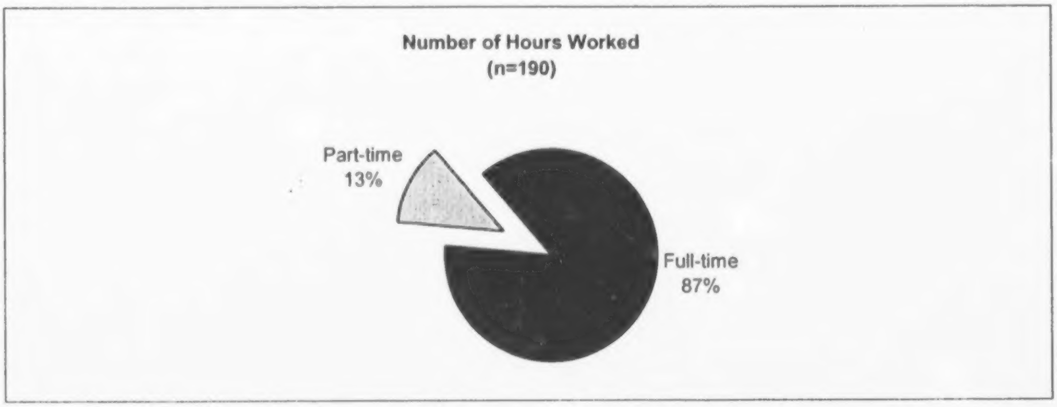
Industry

Respondents reported employment in a wide range of industries during the reference week, including the retail industry (21%) services other than public administration (17%), and administrative support (10%).

Type of Business, Industry or Service During Reference Week		
	(n=190)	% of Respondents
Retail trade	39	20.5
Other services (except public administration)	32	17.0
Administrative support, waste management & remediation services	20	10.4
Health care and social assistance	19	9.9
Accommodations and food services	16	8.3
Professional, scientific, technical services	14	7.4
Construction	13	7.0
Agricultural, forestry, fishing & hunting	7	3.6
Manufacturing	6	3.2
Educational services	6	3.1
Information and cultural industries	4	2.1
Transportation & warehousing	4	2.1
Other Mentions	10	4.4

Average Number of Hours Worked & Average Hourly Wage

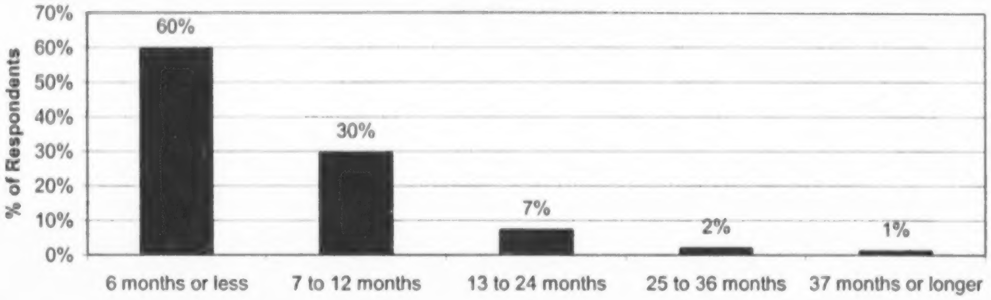
Most (87%) respondents who were employed and who had completed their post secondary studies reported working full-time hours during the reference week. In fact, this group of respondents worked an average of 37.8 hours during that particular week. On average, they earned $9.62 per hour.



Length of Time Employed in Current Position

At the time of the study, respondents had held their current position, on average, for a period of 5.3 months.

Time Spent in Current Position
(n=190)



Relationship of Employment to Post-Secondary Studies

The majority of respondents (59%) who had finished their post-secondary studies had secured jobs that were directly related to their post-secondary education or training. The remaining employed respondents said their positions at that time were indirectly related to their post-secondary education or training (8%) or not at all related (33%).

5.4.3 Respondents Not Working in the Reference Week

This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of this group, 76% were unemployed, and 24% were not in the labour force.

Of those respondents unemployed during the reference week, 70% reported they were looking for employment during the reference week, 23% were waiting for a recall to work after a layoff, and 7% were waiting for a new job to start in the next four weeks. Of those, most were looking for full-time employment (84%), 3% were looking for part-time work, and 13% were looking for either full-time or part-time work.

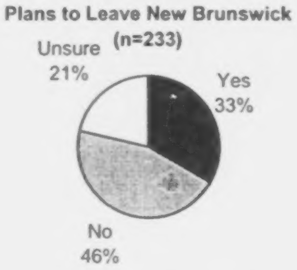
As illustrated below, this segment of respondents identified a number of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=44)	% of Respondents.	(n=14)	% of Respondents
Inability to find job related to your training/experience	19	43.2	2	14.6
Waiting for recall to work after a layoff	10	22.7	-	-
No work available in area/looking for job	4	9.1	-	-
Waiting for a new job to start in the next 4 weeks	3	6.8	-	-
Not working due to personal or family responsibilities (no job waiting)	2	4.5	-	-
Returned to school to improve marks	-	-	8	57.1
Maternity leave	-	-	1	7.1
Traveling	-	-	1	7.1
Not looking for work	-	-	1	7.1
Refused	6	13.7	1	7.1

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Almost all respondents (94%) who had completed their post-secondary studies reported living in New Brunswick at the time of this study. However, one-third (33%) anticipated they would leave the province in the future. The remaining respondents said they either did not anticipate leaving the province (46%) or were uncertain whether they would leave in the future (21%).



Of those who anticipated relocating, 38% planned on leaving within the next year, 46% expected to leave within the next five years, 14% did not anticipate leaving for at least another five years, and 2% were unsure when they would make the move.

When asked why they anticipated leaving the province, respondents most frequently attributed the desire to move to better job opportunities available elsewhere (44%) followed distantly by wanting to travel and see other places (15%).

Reasons for Leaving New Brunswick

	(n=77)	% of Respondents
Better job opportunities	34	43.7
To travel/see other places	12	15.2
Further education	8	10.1
For a change	7	9.2
Better wages	5	6.6
Personal/family reasons	5	6.5
Military	2	2.5
Other Mentions	4	5.2
Unsure	1	1.2

Motivations for Leaving New Brunswick

Just over half (54%) of those respondents in this group who had indicated they were no longer living in New Brunswick at the time of survey said they had moved to take advantage of increased job opportunities outside of the province. Other common responses included family or personal reasons (34%), going to school (26%), and the ability to make more money outside of New Brunswick (20%).

Reasons for Leaving New Brunswick*		
	(n=15)	% of Respondents
More job opportunities outside the province	8	53.5
Family/personal reasons	5	33.9
Go to school	4	26.1
Make more money outside the province	3	20.0
No specific reasons	1	6.7

*Multiple responses allowed

Expectations for Returning to New Brunswick

When those respondents who were residing outside the province at the time of the study were asked whether they anticipated returning to the province in the future, 34% did expect to return, while 39% did not anticipate returning and 27% were unsure.

Of those who expected to return to the province (n=5), two anticipated returning within the following year, while the remaining three respondents expected to return within the next five years.

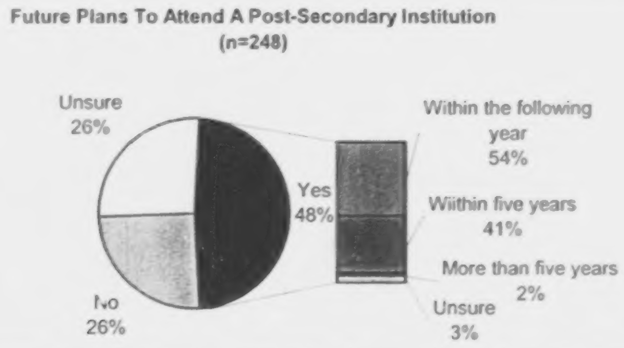
Those who did not anticipate returning to New Brunswick (n=10) were most likely to cite the lack of jobs in New Brunswick (21%) or just wanting a change (20%) as their reason for not returning to the province. Other common reasons were better wages attainable elsewhere (11%) and the desire to live in a big city (10%).

Reasons for Not Returning to New Brunswick		
	(n=10)	% of Respondents
Lack of jobs/fewer job opportunities	2	20.7
For a change	2	20.0
Better wages	1	11.0
Desire to live in big city	1	10.1
Better job opportunities	1	9.8
Military	1	9.4
To travel/see other places	1	9.3
Unsure	1	9.7

5.4.5 *Future Plans for Post-Secondary Education*

Plans and Timing of Education

When asked about future plans for education, just under half (48%) of this group of respondents who had already completed a post-secondary program planned to return to school, while 26% had no such plans and the same proportion were unsure. Of those respondents who intended to pursue further post-secondary education in the future, just over half (54%) anticipated they would go within a year.



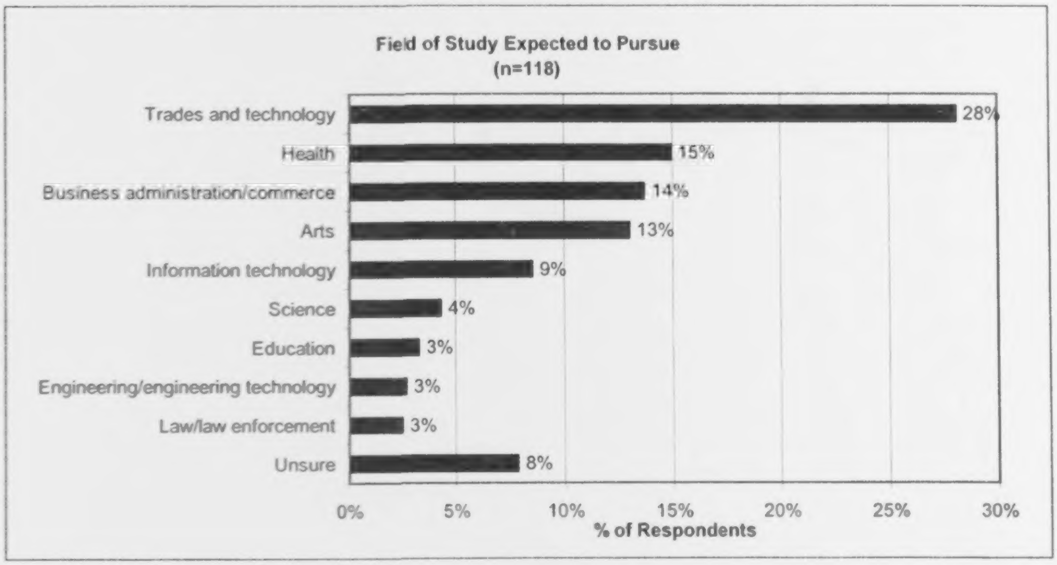
Motivations for Pursuing Education

Those respondents who had planned to pursue additional post-secondary studies were most likely to cite the desire to obtain a better job or further their career opportunities as the primary reason for their decision (77%).

Primary Reason for Deciding to Attend a Post-Secondary Institution		
	(n=118)	% of Respondents
To get a better job/further career opportunities	91	76.7
To further education/better myself	16	13.3
You have been accepted in a post-secondary program that you wanted	6	5.0
Know what I want to do	4	3.4
Other Mentions	1	1.6

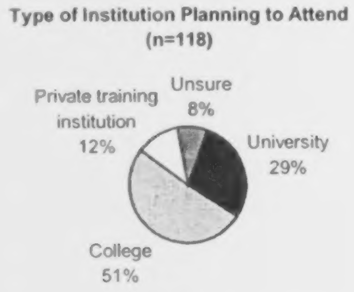
Field of Study

This group of respondents planned to pursue studies in a wide range of fields, with the most common fields of study being trades and technology (28%), followed by health (15%), business administration/commerce (14%), and arts (13%).



Type of Institution

Of those respondents who had completed their post-secondary program but who intended to pursue additional studies, half (51%) planned to attend a community college.



Name of Institution

At the time of the study, approximately one-third (34%) of respondents had not yet decided which post-secondary institution they would attend, while 28% were most likely to mention a New Brunswick Community College as their institution of choice.

Name of Post-Secondary Institution		
	(n=118)	% of Respondents
NBCC/CCNB	33	28.3
University of New Brunswick	12	9.8
St. Thomas University	3	2.5
Other Mentions	30	25.1
Unsure	40	34.3

Location & Reasons for Leaving New Brunswick

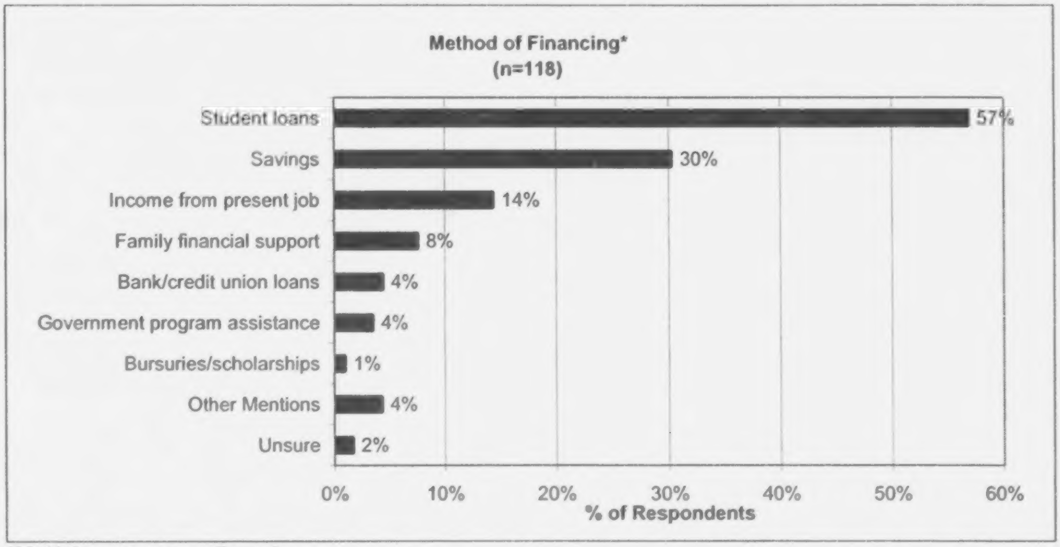
Slightly over three-quarters (76%) of the respondents who were planning on pursuing additional post-secondary education in the future planned to attend an institution in New Brunswick, while the remaining 24% planned to move outside the province. Reasons cited for wanting to attend an institution outside the province most frequently included the program not being offered in the province (42%), followed by personal or family reasons (15%), and the feeling that programs were of higher quality outside the province (14%).

Reasons for Attending a Post-Secondary Institution Outside New Brunswick*		
	(n=28)	% of Respondents
The program I wanted is not offered in the province	12	41.7
Personal/family reasons	4	14.8
Programs are of a higher quality at out-of-province institutions	4	14.0
Job/career related	2	7.4
Location/convenience	1	4.0
Only part of the program I wanted is offered in NB	1	3.6
Just wanted to move	1	3.6
No specific reasons	4	14.6

*Multiple responses allowed

Source of Financing

Respondents who intended to pursue further post-secondary studies planned on primarily using student loans (57%) or savings (30%) to finance their post-secondary studies.



*Multiple responses allowed

6.0 Demographic Profile of Respondents

Of those anglophone sector respondents surveyed, 53% were female and 47% were male. At the time of the study, most (94%) respondents were 19 or 20 years of age. Almost all reported English to be their mother tongue (97%); while 100% of respondents preferred to complete the survey in English.

Nearly all respondents (93%) came from families with at least one other sibling (mean of 1.8 siblings), with most reporting having one (40%) or two (32%) siblings. One-third of respondents were uncertain of their total household income, however, 43% reported household incomes of $40,000 per year or more.

Fifty-five percent of respondents had at least one parent/guardian who had completed at least some post-secondary education. Overall, 45% of female guardians and 44% of male guardians had completed at least some post-secondary education or training.

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=2280)	% of Respondents Who Did Not Attend a P-S Institution (n=886)	% Total (n=3166)
Age			
18 years	0.2	0.2	0.2
19 years	78.1	51.3	70.4
20 years	19.4	35.4	23.9
21 years	1.8	10.8	4.4
22 years	0.4	2.0	0.9
23 years	0.1	0.3	0.2
Gender			
Male	42.9	59.0	47.4
Female	57.1	41.0	52.6
Mother Tongue			
English	97.0	97.3	97.1
French	1.8	2.3	1.9
Both	0.1	-	0.1
Other	1.1	0.4	0.9
Education of Mother or Female Guardian			
Less than high school	5.8	14.8	8.3
Completed high school	37.2	47.2	40.0
Some post-secondary education	7.1	4.2	6.3
Trades certificate or diploma	1.3	0.5	1.1
College certificate or diploma	15.8	11.0	14.5
University certificate or diploma below a bachelor's degree	4.8	2.5	4.2
University degree	23.1	8.1	19.0

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=2280)	% of Respondents Who Did Not Attend a P-S Institution (n=886)	% Total (n=3166)
Unsure	4.5	11.4	6.4
No response/refused	0.4	0.3	0.2
Education of Father or Male Guardian			
Less than high school	10.7	22.0	13.8
Completed high school	31.8	36.8	33.2
Some post-secondary education	4.4	2.3	3.8
Trades certificate or diploma	5.9	5.2	5.7
College certificate or diploma	14.3	8.1	12.6
University certificate or diploma below a bachelor's degree	2.6	1.7	2.3
University degree	23.6	8.7	19.4
Unsure	6.1	14.3	8.4
No response/refused	0.6	0.9	0.8
Household Income			
Under $10,000 per year	1.2	1.1	1.2
$10,000 to $19,999 per year	3.6	6.4	4.4
$20,000 to $39,999 per year	14.0	15.7	14.4
$40,000 to $59,999 per year	18.6	12.1	16.8
Over $60,000 per year	29.4	16.4	25.8
No response/refused	3.9	4.4	4.1
Unsure	29.3	43.9	33.3
Number of Siblings			
None	6.8	8.2	7.2
One	42.3	35.9	40.5
Two	33.0	31.0	32.4
Three	10.9	13.7	11.7
Four	4.0	5.8	4.5
Five	1.9	2.3	2.0
Greater than five	1.1	3.1	1.7
Special Populations			
Landed immigrant in Canada	0.7	1.1	0.8
Non-permanent resident of Canada	0.2	0.3	0.3
Aboriginal person	2.0	2.8	2.2
Visible minority	2.6	1.9	2.4
Person with a disability	1.3	3.3	1.9

Indicates significant difference at the 90% confidence level.

Section C: Francophone Sector

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report presents the detailed findings for individuals who graduated from high schools in the francophone sector in 2002. Of those 2,672 individuals, 1,184 were interviewed for this study. This sample size provides a margin of error of ±2.13% at the 95% confidence level, or 19 times out of 20. For analysis at the overall level, data was weighted to ensure the sample was representative of the population by district. All statistics presented in this report have been generated from weighted data. The following table presents the distribution of the final Francophone sample by district.

	Population: All Graduates Class of 2002- Francophone Sector		Unweighted Sample			Weighted Sample	
	n	% of Pop.	n	% of Sample	Response Rate	n	% of Sample
District 1-Dieppe	476	17.8	234	19.8	49.2%	211	17.8
District 3- Grand-Sault	619	23.2	274	23.2	44.3%	274	23.2
District 5- Campbellton	472	17.7	186	15.7	39.4%	208	17.7
District 9- Tracadie Sheila	654	24.5	293	24.7	44.8%	290	24.5
District 11- Richibouctou	451	16.8	197	16.6	43.7%	200	16.8
Total	2,672	100%	1,184	100%	44.3%	1,183	100%

Throughout this report, readers should exercise caution when interpreting results based on sample sizes of 30 or less.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions of how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during their high school years.

2.1.1 Number of Years of High School Completed in New Brunswick

Almost all respondents (99%) completed all of their high school years in New Brunswick.

Number of Years of High School Completed in New Brunswick

	(n=1,183)	% of Respondents
One	5	0.4
Two	6	0.5
Three	6	0.5
Four	1,167	98.6

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, slightly less than three quarters of respondents indicated that the majority of their marks were between 70% and 89% (73%). Two in ten respondents earned marks between 60% and 69% (20%), while the remaining 6% obtained marks of 90% or greater.

Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Distribution of High School Marks

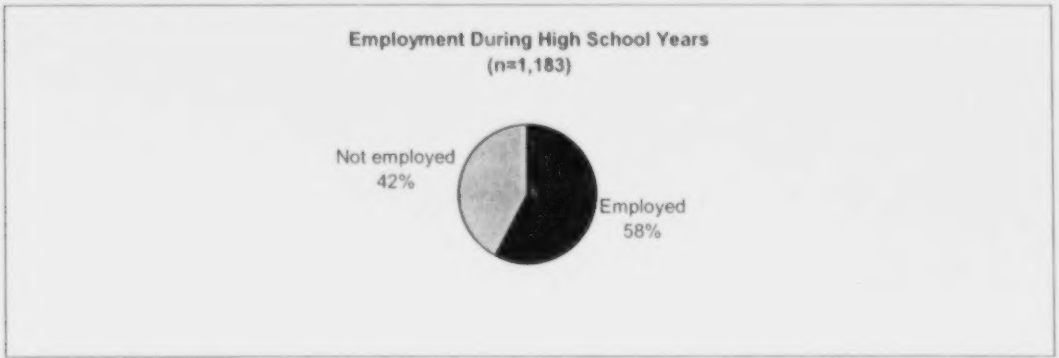
	(n=1,183)	% of Respondents
Between 90% and 100%	74	6.2
Between 80% and 89%	383	32.4
Between 70% and 79%	482	40.7
Between 60% and 69%	233	19.7
No Answer/Refused	11	0.9

2.2 Employment During High School

Respondents were asked about their employment experiences during high school, including reasons for working, occupation, number of hours worked, and number of years employed.

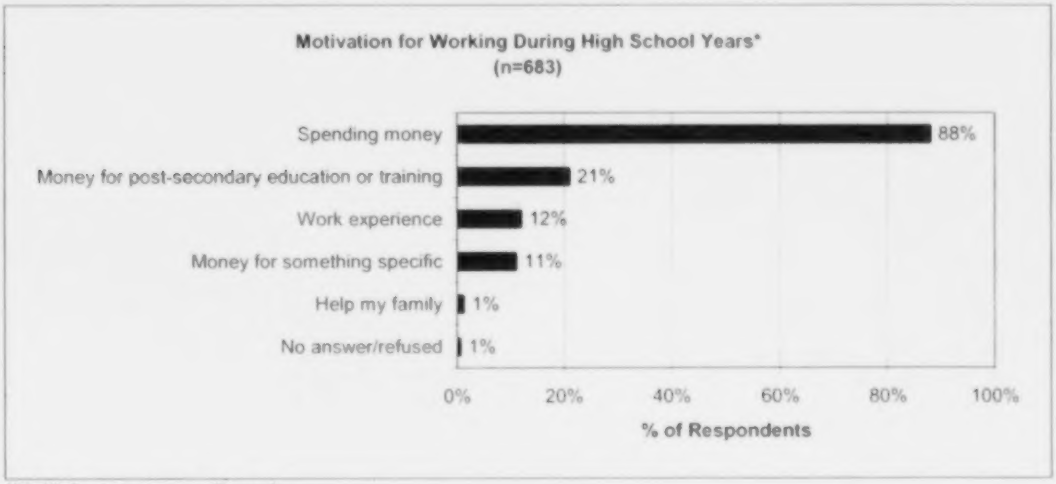
2.2.1 Percentage Employed During High School

Excluding summertime employment, 58% of respondents were employed for wages during high school.



2.2.2 Motivations for Working

When asked what prompted them to work during high school, 88% indicated that the need for spending money played a role in their decision. The next most popular reasons given were to earn money for post-secondary studies (21%), gain work experience (12%) or earn money for something specific (11%).



*Multiple responses allowed

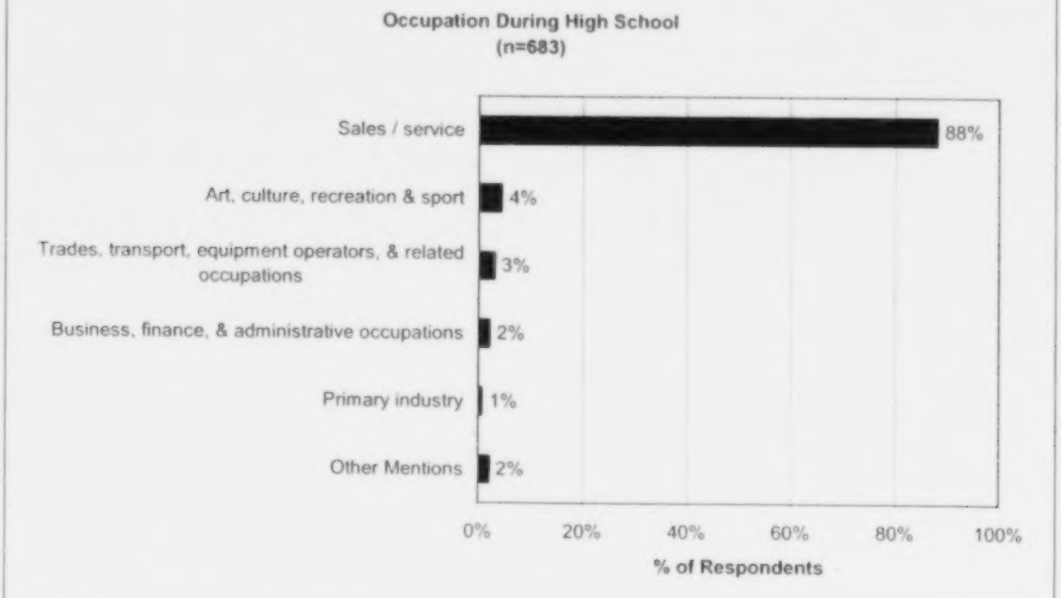
2.2.3 Number of Years Employed

Respondents were most likely to be employed during grade 11 (82%) and/or grade 12 (90%), and less likely to have worked during grade 10 (60%) and/or grade 9 (27%). When number of years employed is examined, the results revealed that 23% of respondents employed during high school worked during all four years of high school, 30% worked during three grades, and the balance (45%) worked during two grades or less.

Employment During High School		
	(n=683)	% of Respondents
During grade 9	187	27.3
During grade 10	410	60.0
During grade 11	558	81.7
During grade 12	616	90.1

2.2.4 Occupation

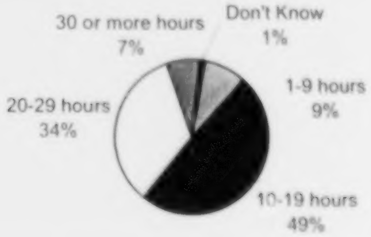
The single most popular occupation for respondents during high school was sales and service (88%). Second to this, respondents reported employment in art, culture, recreation and sport occupations (4%) or trades, transport, equipment operators and related occupations (3%).



2.2.5 Number of Hours Worked

Respondents who were employed during their high school years worked, on average, 16.8 hours a week. Overall, slightly more than nine in ten of these respondents worked part-time hours during high school (93%).

Average Number of Hours Worked Per Week
(n=683)



2.3 Participation in Career Development Activities and Programs

As part of this study, respondents' exposure and participation in career development activities and programs during high school were assessed. Almost all francophone respondents (96%) attended a high school where they were exposed to at least one type of career development activity or program, and almost seven in ten of all respondents (68%) participated in such an activity or program during their high school years. When examined by program type, it appears that co-op education/work experience programs had the most influence[36] on the respondents' decision of whether to pursue post-secondary studies (76%), followed by career days/fairs/workshops (49%) and other career activities (46%).

2.3.1 Co-op Education/Work Experience Program

Three-quarters of respondents (75%) indicated that a co-op education/work experience program was offered at their high school, and approximately one-quarter (24%) of these respondents reported participation in the program. Approximately 76% of co-op program participants felt the experience had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program

	(n=214)	% of Respondents
A lot of influence	90	42.2
Some influence	73	34.2
Not much influence	16	7.4
No influence	32	14.7
No Answer/Refused	3	1.5

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[36] Influence: respondents reporting "some influence" or "a lot of influence".

2.3.2 *Career Days/Fairs/Workshops*

For eight in ten respondents (81%), career days/fairs/workshops were offered at their high school. Of those with such activities available at their school, 68% reported participation and half of the participants (49%) felt that these activities impacted their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops		
	(n=647)	% of Respondents
A lot of influence	114	17.6
Some influence	206	31.8
Not much influence	153	23.7
No influence	172	26.5
No answer/refused	3	0.4

2.3.3 *Other Career Development Related Activities*

In total, one-quarter of respondents (26%) indicated that career development related activities (other than those mentioned in the study) were offered at their school and a slight majority (53%) of those respondents reported participation in such activities. Involvement in these career activities played a role in the decision of whether to pursue post-secondary education or training for approximately half (46%) of those who participated.

Influence of Other Career Development Related Activities		
	(n=164)	% of Respondents
A lot of influence	26	15.7
Some influence	50	30.2
Not much influence	49	30.0
No influence	37	22.8
No Answer/Refused	2	1.3

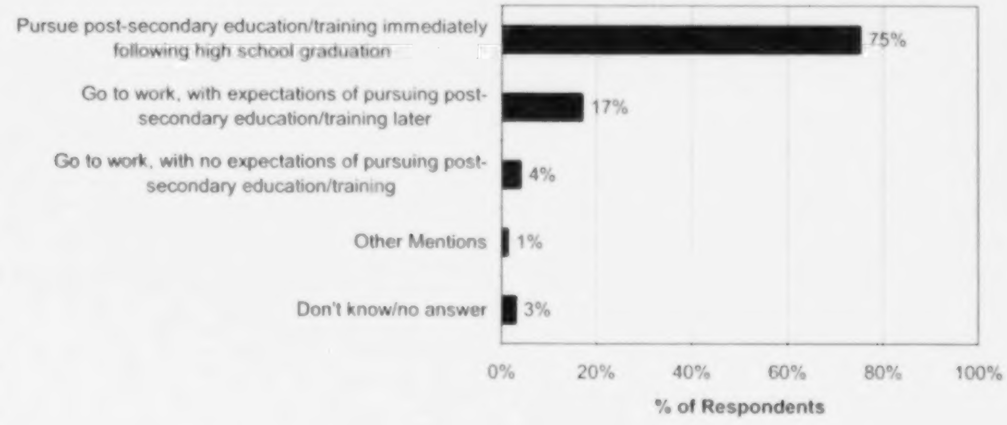
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning for their post-secondary activities including career goals, parents'[37] expectations, planned field of study, and sources of information for planning.

2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, three-quarters (75%) of respondents expected they would pursue post-secondary education or training immediately following graduation from high school, 17% thought they would work and attend a post-secondary institution later, 4% thought they would go to work and never attend a post-secondary institution, 1% had other plans, and 3% were not sure. In fact, at the time of the study, 86% of all respondents who had expectations of what they would do after graduating from high school reported that they had met their expectations, and did what they planned to do. Respondents' expectations for themselves after high school were also compared to the respondents' educational status at the time of the survey. It was found that, at that time, 92% of those respondents who had expected to pursue post-secondary studies immediately following graduation did in fact attend a post-secondary institution at some time since their graduation. Furthermore, 44% of those respondents who had planned to work and pursue post-secondary studies later had also attended a post-secondary institution since graduating from high school. The remaining 56% had pursued other activities since graduation. Of those who did not intend to pursue post-secondary studies at all after graduation, 18% actually had attended a post-secondary institution at some point since graduation while the remaining 82% had pursued other activities.

Expectations Following Graduation from High School
(n=1,183)



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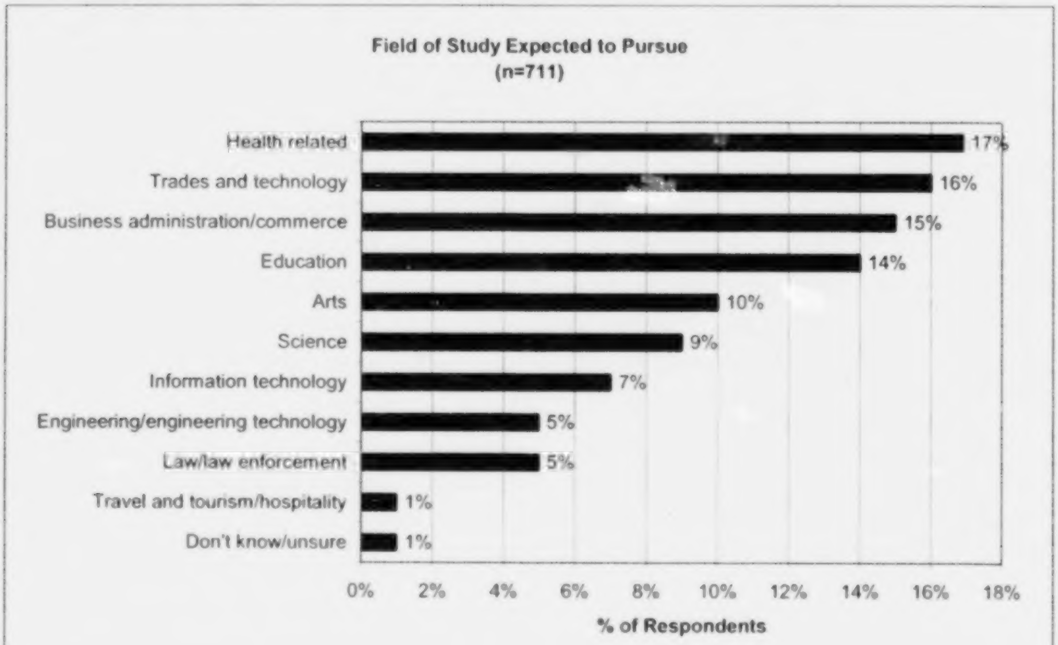
[37] Parent: Includes parent/guardian throughout this report

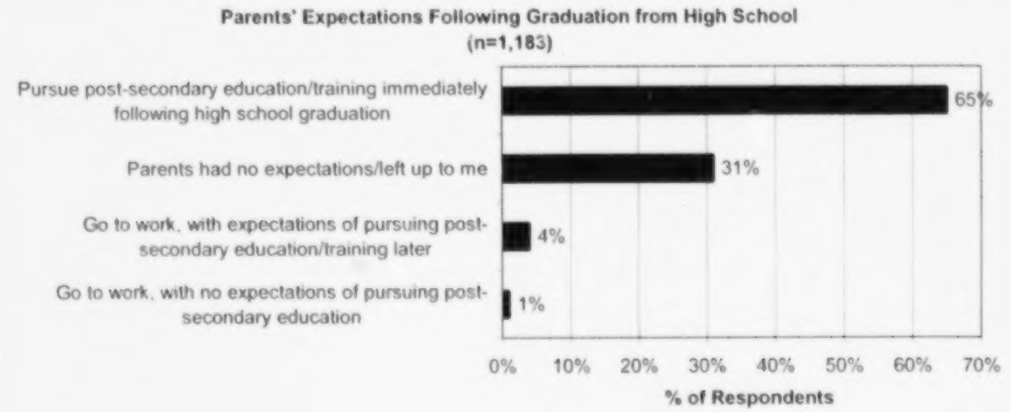
During their high school years, 65% of respondents who had planned to pursue post-secondary studies at some point in the future had already decided what field of study they wanted to pursue. When asked to identify their expected field of study, health (17%), trades and technology (16%), business administration/commerce (15%), and education (14%) topped the list. In fact, the majority of respondents (77%) who were attending a post-secondary institution at the time of the survey and who had decided on a field of study during high school had pursued that field following graduation.



2.4.2 *Parents' Expectations for Children after High School*

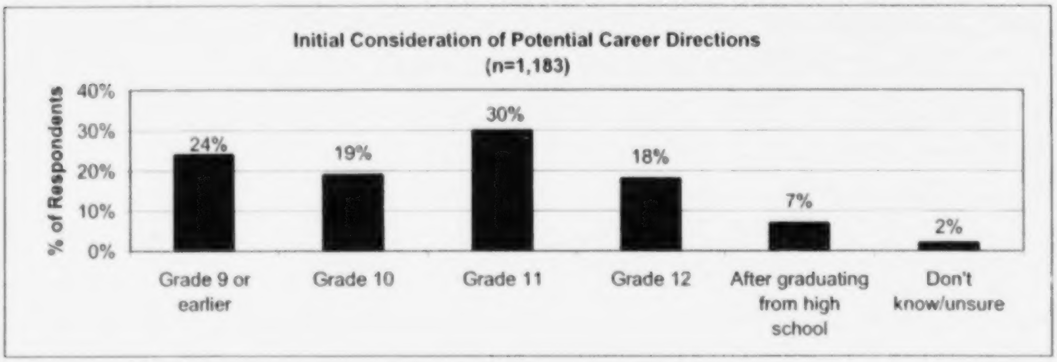
More than six in ten respondents (64%) reported their parents had expected them to pursue post-secondary education/training immediately following high school. On the other hand, one-third (31%) of respondents felt their parents had held no post-secondary educational expectations for them but rather left the decision to them. The remaining respondents said their parents had expected them to go to work after graduation and pursue post-secondary education later (4%) or to go to work with no expectations of them pursuing post-secondary studies in the future (1%).

As expected, it appears that parents' expectations were an influencing factor on the future path of their children. Most respondents (89%) whose parents expected them to pursue post-secondary studies had in fact attended a post-secondary institution since graduation. The path of respondents who indicated their parents had no expectations was quite different, with 62% attending post-secondary education, and 38% pursuing another type of activity.



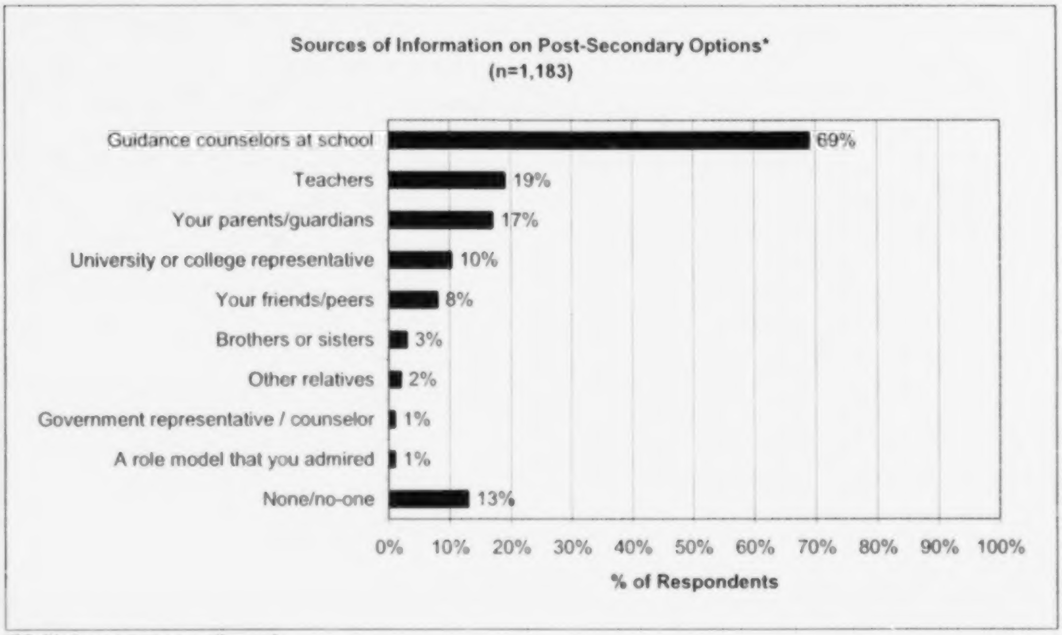
2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (91%). Overall, four in ten respondents (43%) started thinking about a career path by grade 10, while a further 48% started considering career options by grade 12.



Overall, three quarters of respondents (75%) agreed that they had received the kind of advice and information during high school to make a good decision about their options after graduation. On the other hand, 24% of respondents felt they had not been well prepared to make a good decision about what to do after graduation, and 1% gave no answer.

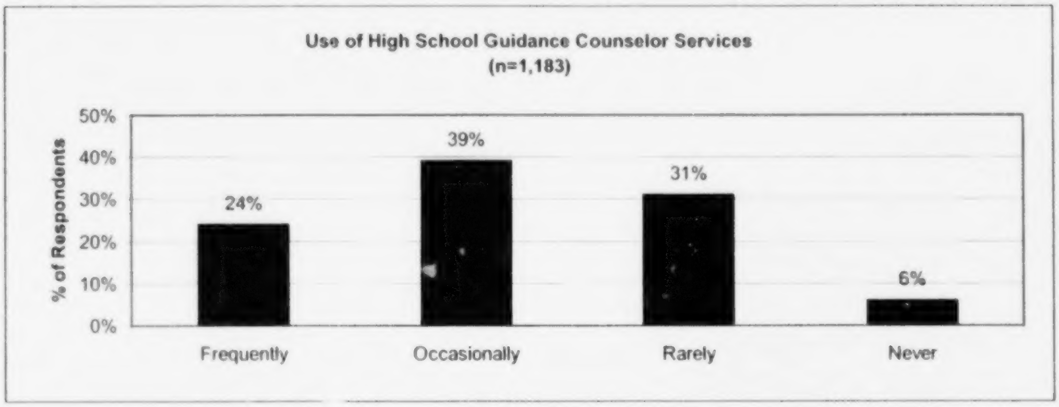
When asked to identify their sources of information on post-secondary options, guidance counselors were the single most common response (69%). To a much lesser extent, respondents identified teachers (19%), parents/guardians (16%) and university or college representatives (10%) as sources of information.



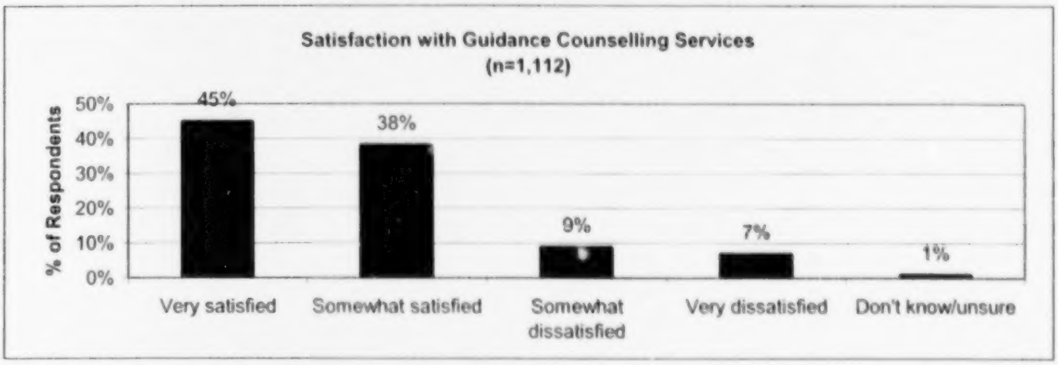
*Multiple responses allowed

2.4.4 Guidance Counselor Services

The vast majority of respondents (94%) reported using their high school guidance counselor services on a frequent (24%), occasional (39%) or rare (31%) basis.



Of the respondents who used guidance counseling services during their high school years, the majority of respondents (83%) were satisfied[38] with the services they received.



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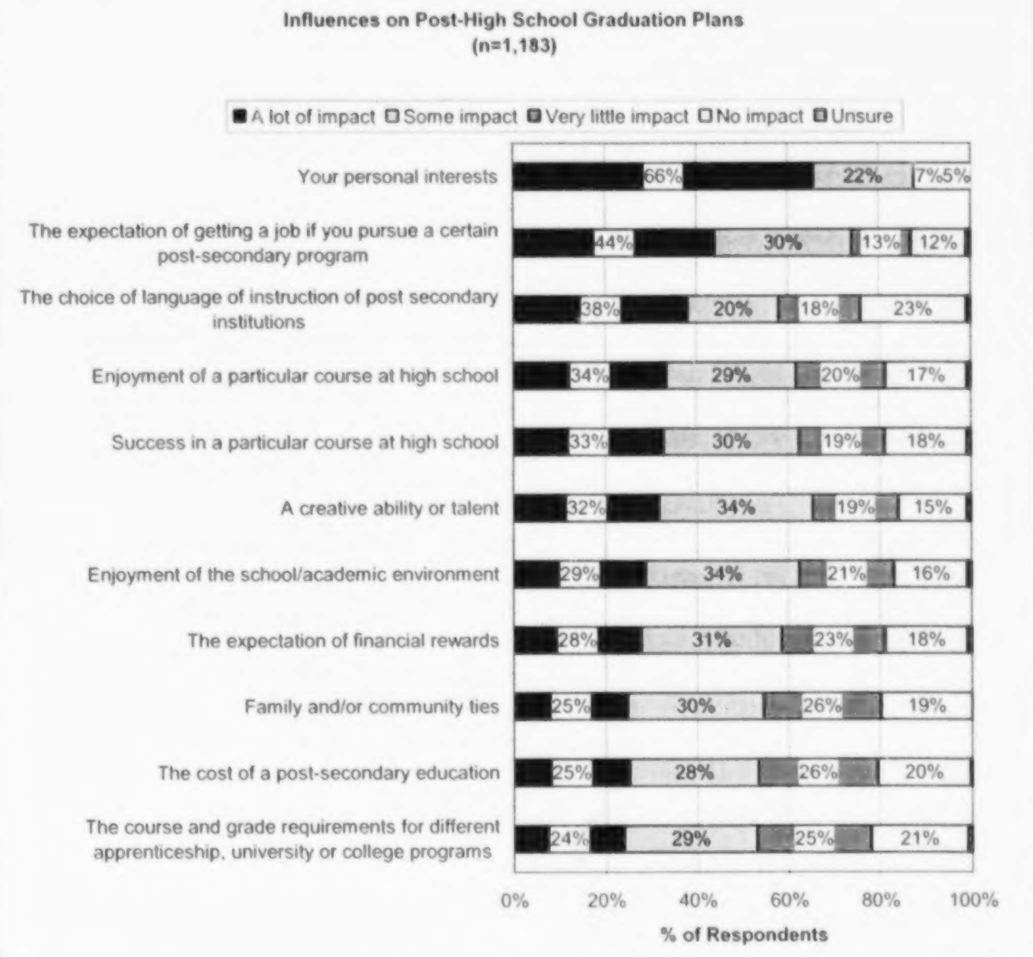
[38] Satisfied: Includes "very satisfied" or "somewhat satisfied".

2.4.5 *Influences on Post–High School Activities*

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. As illustrated in the chart below, respondents' personal interests were the most influential factor in their decision on what to do after graduation (88%)[39]. After this, the expectation of obtaining a job by pursuing a certain post-secondary program (74%), a creative ability or talent (66%), and success in (63%) or enjoyment of (63%) a particular course at high school were deemed important elements in the decision. In addition, the enjoyment of the school/academic environment was considered an influencing factor by 63% of respondents. Of particular note, for almost six in ten respondents (58%) the choice of language of instruction at post-secondary institutions was an important component in the decision surrounding post-secondary activities.


Influences on Post-High School Graduation Plans
(n=1,183)

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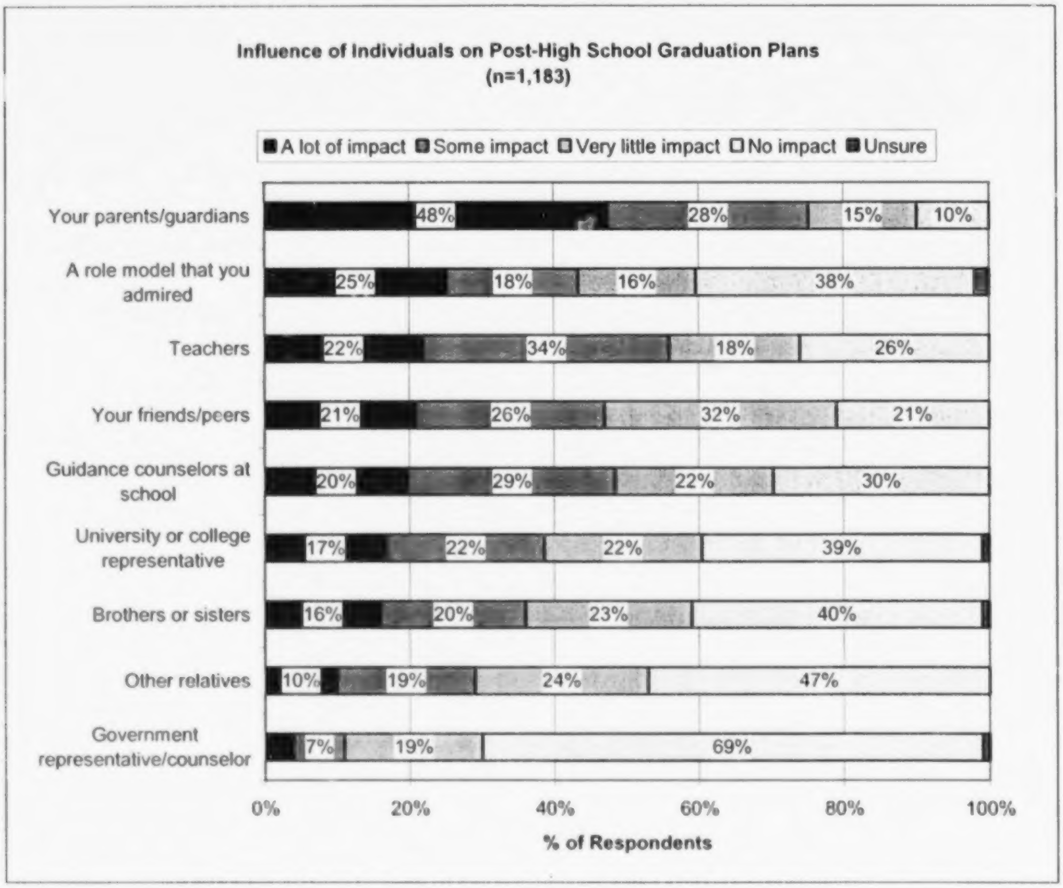
[39] Respondents reporting "some impact" or "a lot of impact"

To determine the impact of individuals on respondents' future decisions, respondents were asked to rate the level of influence of nine types of individuals on their decision of what to do following high school. By far, parents were cited as having the most influence[40] (76%) on their decision, followed by teachers (56%) and guidance counselors (49%). The opinions of friends and peers played a role on the post graduation plans of 47% of respondents.



2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions of ways high schools could better prepare students for the future.

2.5.1 Post-Secondary Preparation

Seven in ten respondents (71%) felt that high school had provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not prepare (22%) or only partially prepared them (7%) with regards to study habits.

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[40] Influence: Includes "a lot of impact" or "some impact".

When asked to provide suggestions for improvement, respondents provided a wide range of responses. Most commonly, respondents mentioned that high school should be more challenging (16%) and involve more independent work (14%).

Suggestions for Improvement- Study Habits*		
	(n=345)	% of Respondents
More challenging/greater workload/higher standards	57	16.4
Emphasize independent work/less babying	47	13.7
Teach more essay writing/reading/research skills	27	8.0
Teach study habits/study workshops	26	7.6
Increase course choices	26	7.5
Mirror university style of teaching, testing, etc.	20	5.9
Stricter teachers/more discipline	15	4.2
Increase/improve advanced courses or university preparation courses	9	2.5
More practical experience/application	8	2.3
Other Mentions	48	13.8
Don't know/no answer	109	31.5

*Multiple responses allowed

Overall, 87% of respondents felt they were prepared academically to pursue post-secondary studies. Additionally, 4% felt they were partially prepared and 9% felt they were unprepared.

Respondents who felt they were not prepared academically to pursue a post-secondary education were asked to describe how high school could have prepared them better. The most common themes identified by respondents were to increase course choices (20%), and provide a more challenging workload (11%). Other mentions included increasing/improving advanced and university preparation courses (6%) and putting more emphasis on French grammar (5%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=157)	% of Respondents
Increase course choices	31	20.0
More challenging/ greater workload/higher standards	18	11.4
Increase/ improve advanced courses or university preparation courses	9	5.8
More emphasis on French grammar	8	5.1
Mirror university style of teaching, testing, etc.	6	3.7
Emphasize independent work/ less babying	3	2.0
More relevant course work in general	3	2.0
More study in math	3	2.0
Other Mentions	22	13.8
Don't know/no answer	63	40.5

*Multiple responses allowed

Fully 84% of respondents felt that high school provided them with the necessary life skills to pursue post-secondary studies. The balance of respondents felt that high school either did not provide these skills (11%) or did so only in part (5%).

When asked to identify how high school could have prepared them better with regards to life skills, offering courses or workshops on life skills (29%), time management (9%), and budgeting skills (8%) topped the list.

Suggestions for Improvement-Life Skills*

	(n=186)	% of Respondents
Offer courses or workshops on life skills	54	29.2
Time Management Skills	16	8.5
Budgeting skills/financial	15	7.8
Wider range of courses	8	4.3
Emphasize independent work/ less babying	7	3.8
Teach reading skills/essay writing	5	2.8
Offer more information on life skills	4	2.2
More challenging/ greater workload/higher standards	3	1.6
Provide more information on post-secondary options	3	1.6
Communications Skills	3	1.6
Other Mentions	9	4.8
Don't Know/no answer	75	40.4

*Multiple responses allowed

2.5.2 Workforce Preparation

In total, eight in ten respondents indicated they were prepared to enter the workforce after graduation from high school (79%), while 16% felt they were not prepared and 5% felt they were only partially prepared.

Although the majority of respondents were unable to identify any suggestions for improvement, those who did felt that schools should offer courses and workshops on job finding skills (14%), provide more practical experience (7%) and provide more information on career choices (6%).

Suggestions for Improvement-Adequate Preparation for the Workforce*

	(n=254)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	35	13.6
More practical experience/application	19	7.4
Provide more info on career choices (job fairs, career days, etc.)	14	5.7
Encourage more people to take the co-op program	11	4.4
Better selection of courses	9	3.5
Teach more life skills (finance, time management, people)	7	2.7
Increase trade related / work related courses	5	2.0
Stricter teaching/ more control	5	2.0
Emphasize independent work/ less babying	4	1.5
Other Mentions	11	4.3
Don't know/no answer	139	55.0

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key element of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 58% of respondents from the francophone sector indicated that they were attending a post-secondary institution at the time of the study, while 42% were not.

Furthermore, respondents from the francophone sector can be classified into four distinct categories for the purpose of this study:

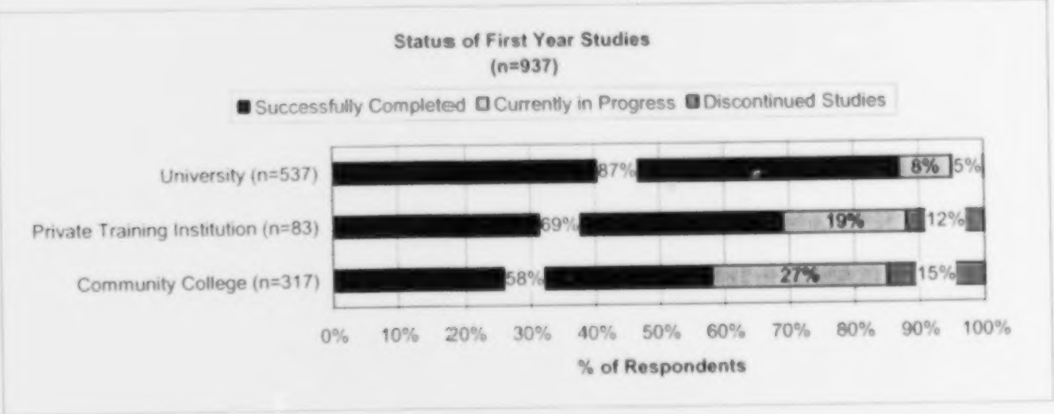
- respondents who were attending a post-secondary institution at the time of the study (58%);
- respondents who had not yet attended a post-secondary institution (21%);
- respondents who had attended a post-secondary institution and discontinued studies (11%); and
- respondents who had attended a post-secondary institution and completed their entire program (10%).

3.2 Completion Rate for First Year of Studies

Of the respondents in the francophone sector, 79% have attended a post-secondary institution at some point since their high school graduation.

Three quarters (75%) of respondents who had attended a post-secondary institution at any time since graduation from high school in June 2002 had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less-than-one year program), 15% were in the process of completing their first year of studies at the time of the survey, and 9% reported discontinuing their studies.

Respondents who had attended a university reported the highest completion rate of their first year (87%) as compared to those who had attended a private training institution (69%) or a community college (58%). When those in the process of completing their first year of studies were included, however, the numbers became more comparable: 27% of respondents who had attended a community college were still completing their first year at the time of survey, for a total of 85% either completed or in progress; 19% of those attending a private training institution were completing their first year for a total of 88%; and 8% of those who had attended a university were completing their first year, for a total of 95%. Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

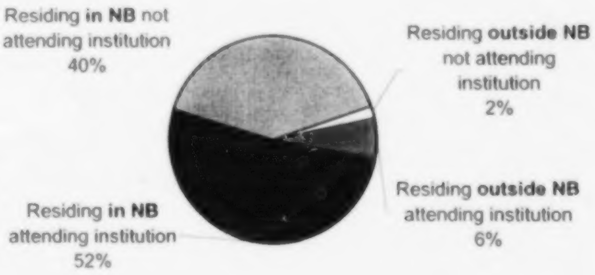


3.3 Mobility of Respondents

Overall, the vast majority of respondents (92%) from the francophone sector resided in New Brunswick at the time of the survey. Of those who had migrated outside the province, 73% had relocated to attend an educational institution, while over one-quarter (27%) had moved to find employment, to make more money, or for personal/family reasons. Among those who had moved outside of New Brunswick, plans to migrate back to the province were equally distributed. Approximately one-third said they would return (33%), one-third said they would not return (34%) and the remaining one-third was unsure (32%).

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

Location of Respondents
(n=1,183)



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 58% of respondents from the francophone sector were engaged in post-secondary studies.

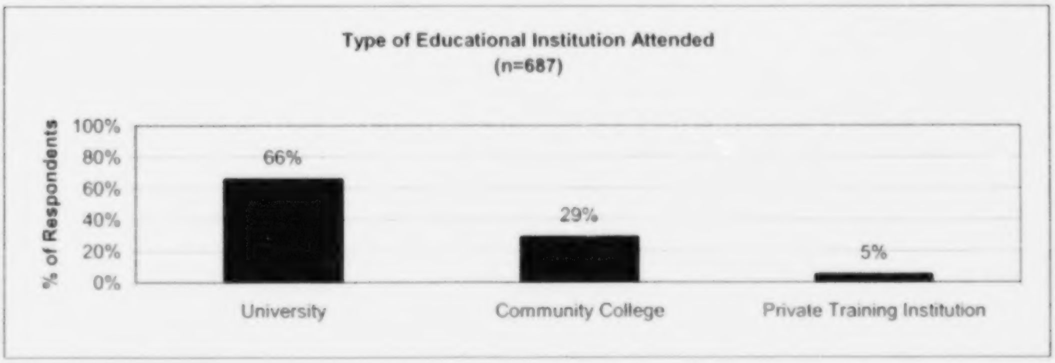
In total, three-quarters of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school (75%). Respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. While six in ten of these respondents reported that their primary activity was working on a full-time (48%) or part-time (12%) basis, three in ten attended another post-secondary institution (29%) and the remaining respondents pursued another type of activity (11%), such as traveling (3%) or upgrading their high school marks (3%).

4.2 Selection of Post-Secondary Institution

Respondents attending a post-secondary institution were asked to identify the name, type and location of the institution, as well as the factors influencing their choice of institution.

4.2.1 Name and Type of Institution

As illustrated below, two-thirds of respondents in the francophone sector engaged in post-secondary studies (66%) were attending a university. Conversely, 29% were attending a community college and 5% were attending a private training institution.



At the time of the study, the largest concentration of respondents engaged in post-secondary studies was attending the Univerisité de Moncton (55%). New Brunswick Community College was the institution of choice for one quarter of respondents (26%). A small proportion of respondents were attending the University of New Brunswick (3%). The sizeable majority of respondents attending an institution at the time of the survey indicated they were engaged in studies at their institution of choice (86%).

Name of Post-Secondary Institution		
	(n=687)	% of Respondents
Univerisité de Moncton	377	54.9
New Brunswick Community College (NBCC/CCNB)	177	25.8
University of New Brunswick	22	3.3
University of Ottawa	14	2.1
Other Mentions	97	13.9

4.2.2 Location of Institution

For the most part, respondents had chosen to attend a post-secondary institution within their home province (90%). Of those who decided to relocate for educational reasons, the most common provinces were Ontario (5%) and Quebec (4%).

Location of Institution		
	(n=687)	% of Respondents
New Brunswick	616	89.7
Ontario	31	4.5
Quebec	27	4.0
Other Mentions	13	1.8

4.2.3 Influences on Type of Institution Chosen

Respondents were asked to rate sixteen factors according to the influence each had on their current choice of post-secondary institution. The most influential[41] factors in their decision concerning what type of institution to attend after high school included instruction in their preferred language (74%), the availability of a desired program (74%), family influence and support (70%), and the proximity of the institution to the respondents' hometown (68%).

The factor that had the least amount of influence on the respondents' decision was lack of acceptance by their institution of first choice, with only 8% of respondents reporting that this had an impact on their decision. Being offered a scholarship by an institution (29%), the size of the institution (30%), and contact with recruiters (31%) were other factors which were identified as playing a less important role in their decision.

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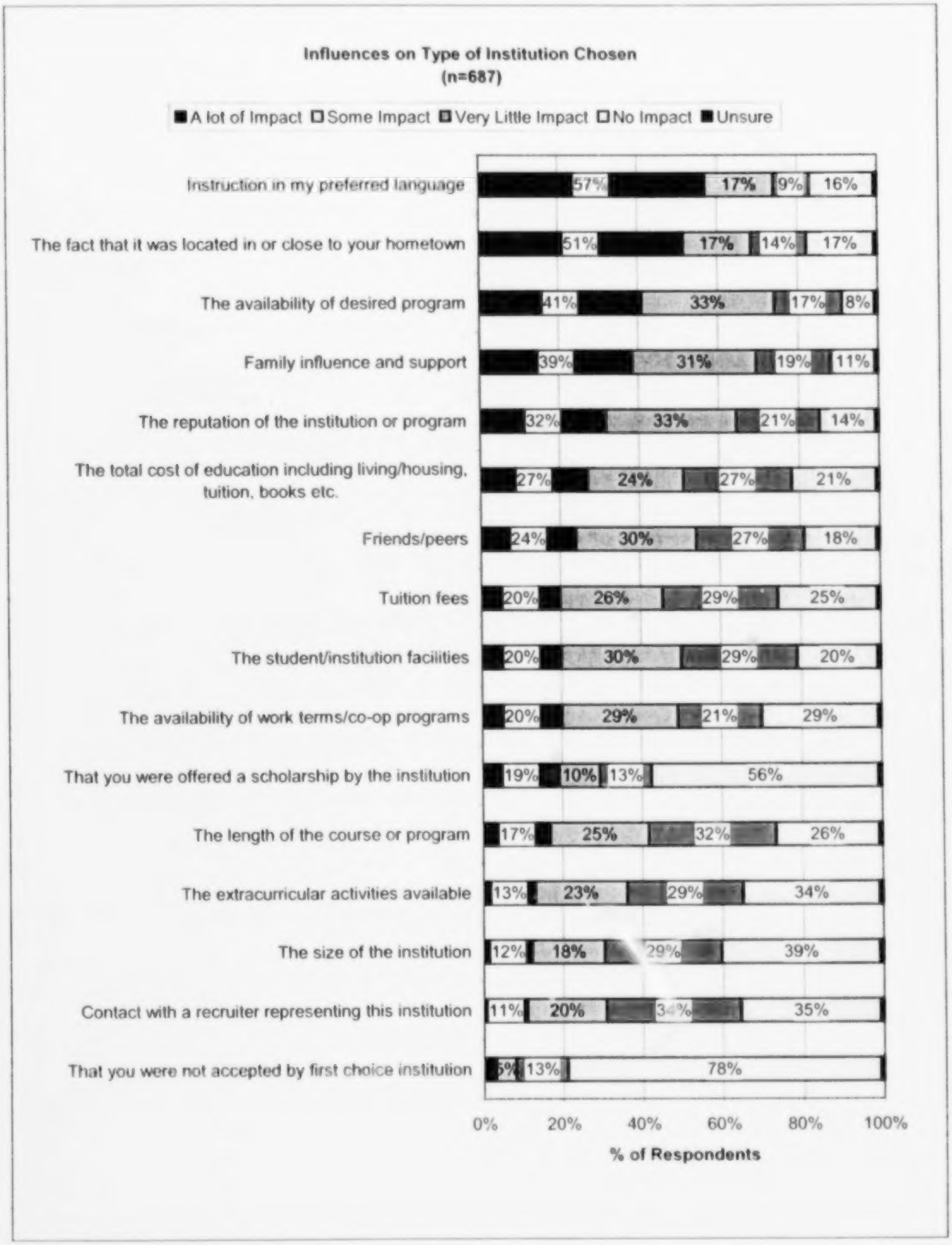
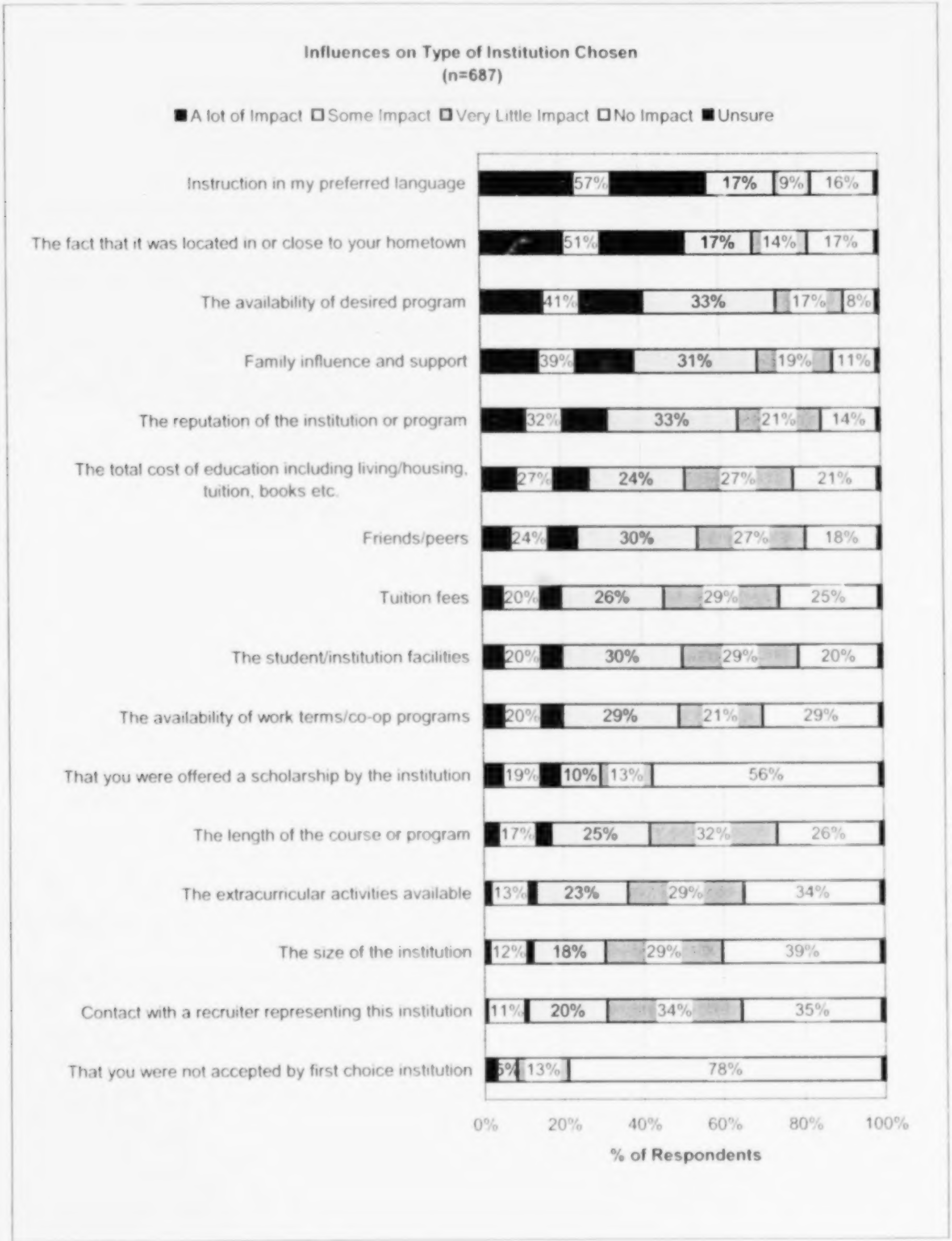
[41] Influence: Includes "a lot of impact" or "some impact".



Influences on Type of Institution Chosen
(n=687)



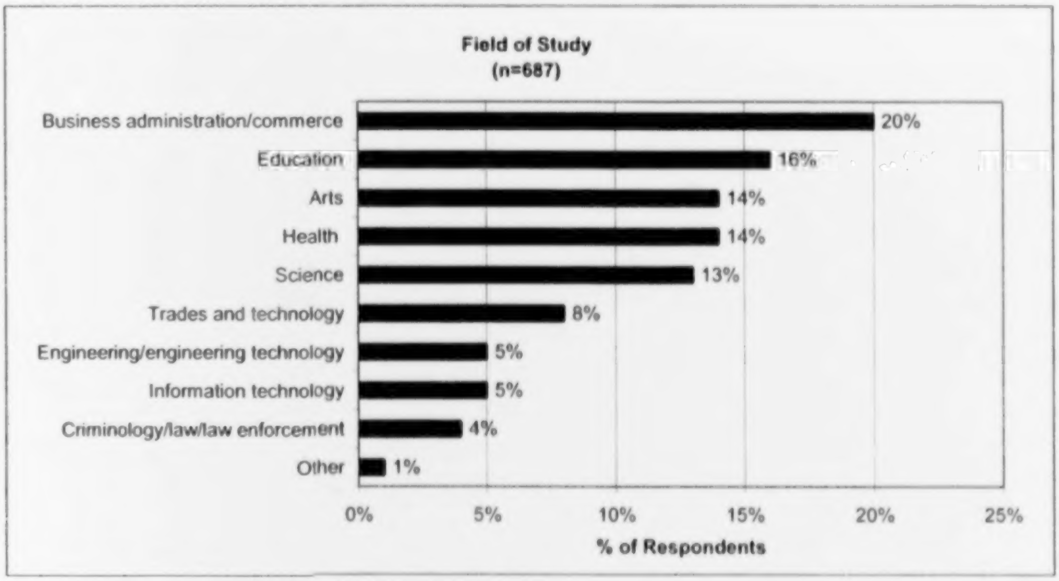
Influences on Type of Institution Chosen
(n=687)

4.3 Scope of Study

Respondents were asked about their current program of study, including educational status, field of study, outcome and length of program.

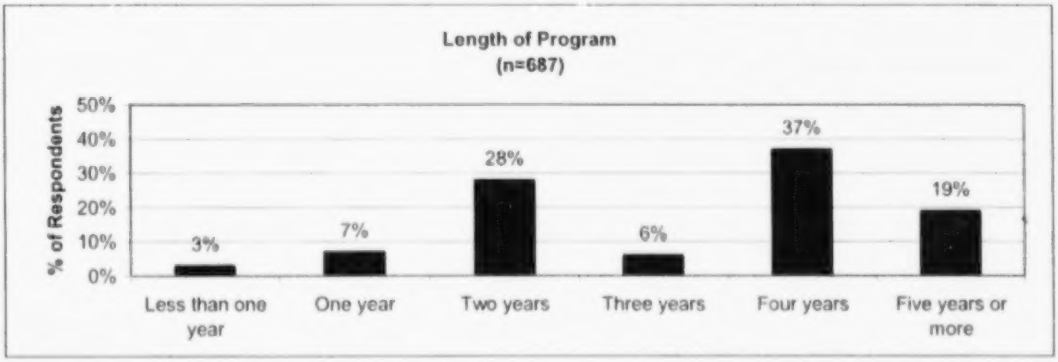
4.3.1 Educational Status and Field of Study

Nearly all (96%) francophone sector respondents pursuing post-secondary education at the time of the survey were attending classes full-time. A wide variety of fields of study were identified by respondents, including business administration/commerce (20%), education (16%), arts (14%), health (14%), and science (13%).



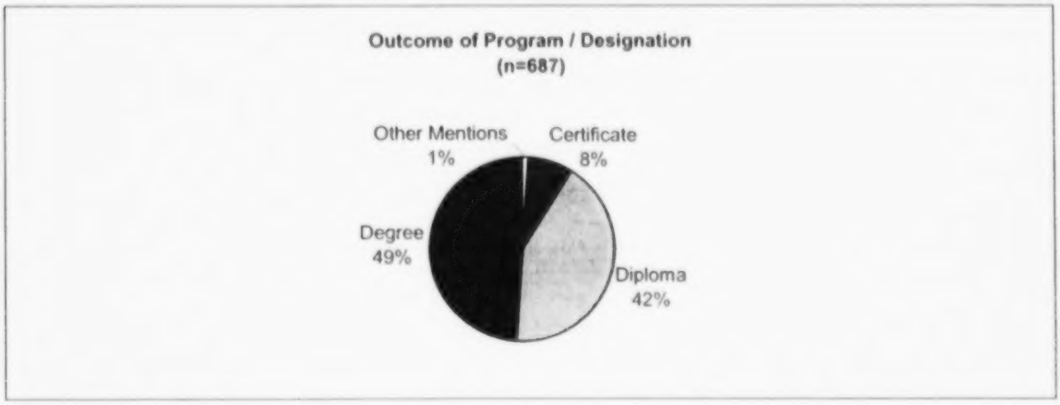
4.3.2 *Length of Program*

Almost 56% of respondents in the francophone sector attending post-secondary institutions at the time of survey reported they were completing a four (37%) or five (19%) year program, and 44% of respondents were engaged in a program of three years or less. Not surprisingly, respondents enrolled in university were pursuing programs of longer duration (83% attending a program of four years or longer in length) as compared to those attending community college (88% attending a two year program or less) or a private training institution (89% pursuing two year program or less).



4.3.3 *Outcome of Program of Study*

The majority of respondents attending a post-secondary institution at the time of the study will receive a degree (49%) or diploma (42%) upon the completion of their current program of study. Slightly less than one in ten respondents will receive a certificate (8%).

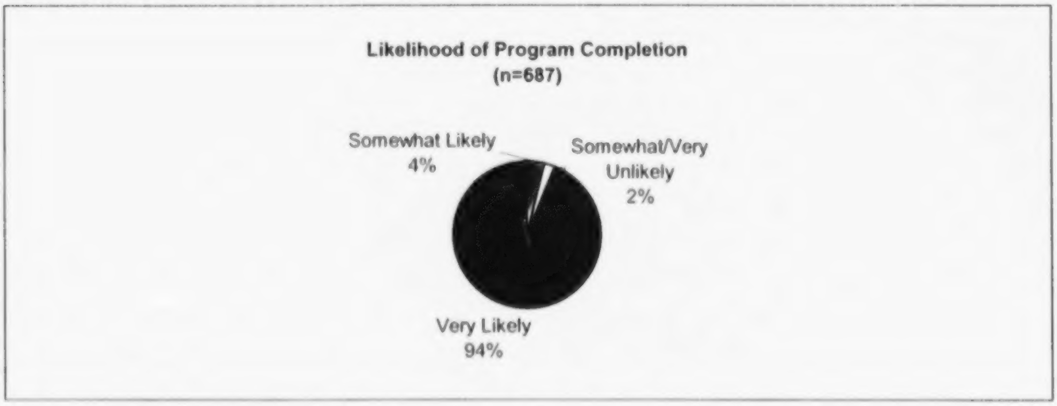


4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored including likelihood of finishing their program of study, and future plans for education.

4.4.1 Likelihood of Finishing Program of Study

The overwhelmingly majority of respondents (98%) indicated they were likely[42] to complete the program in which they were enrolled at the time of survey. Respondents who reported that completing their program was unlikely[43] (n=10) planned on switching programs/institutions (63%) or had lost interest in the program (28%).



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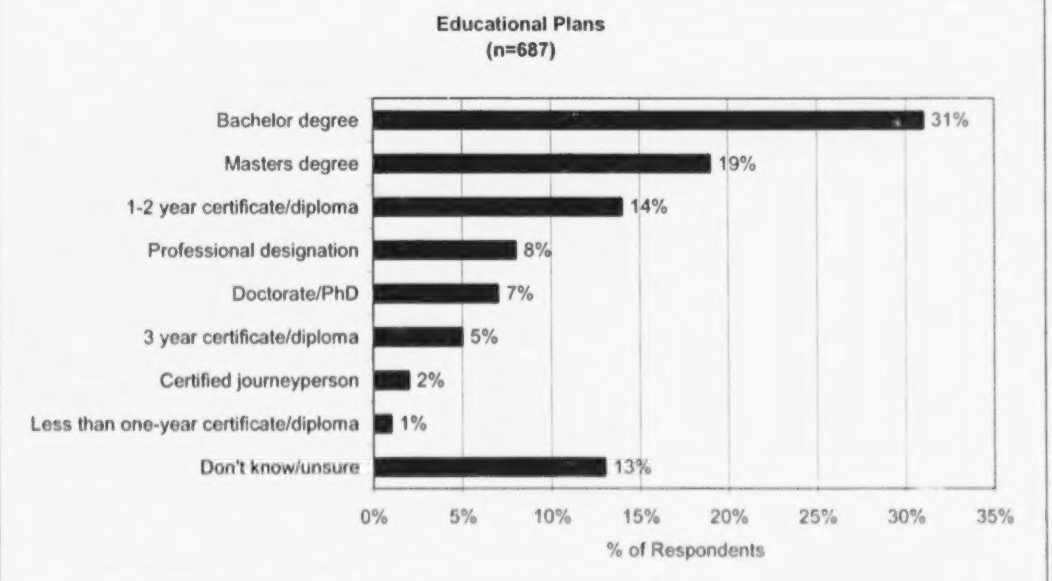
[42] Likely: Includes "somewhat likely" or "very likely".
[43] Unlikely: Includes "somewhat unlikely" or "very unlikely".

4.4.2 Future Plans for Education

A bachelor's degree was the most common level of educational attainment aspired to by respondents (31%). A considerable percentage of respondents planned to pursue a Master's degree (19%), Doctorate/PhD (7%), or professional designation (8%). Two in ten respondents were working towards a certificate or diploma of varying lengths (21%). Interestingly, one-fifth (20%) of respondents attending an institution other than a university planned to pursue a university level program (Bachelor's, Master's, PhD, professional designation) in the future.

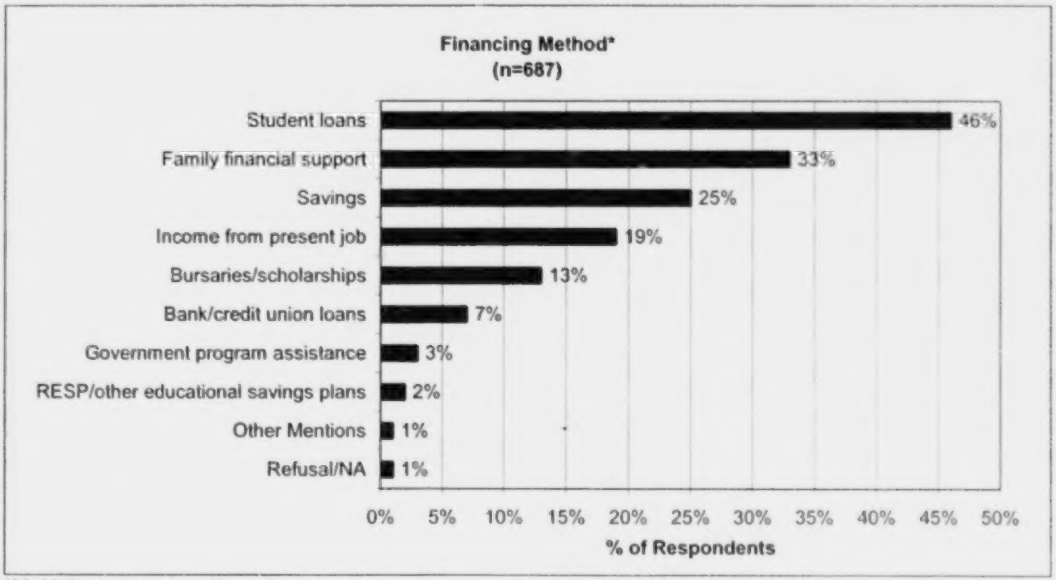


4.5 Financing Post-Secondary Education

In this section, respondents were asked about their methods of financing their post-secondary education and their sources of financial advice.

4.5.1 Method of Financing

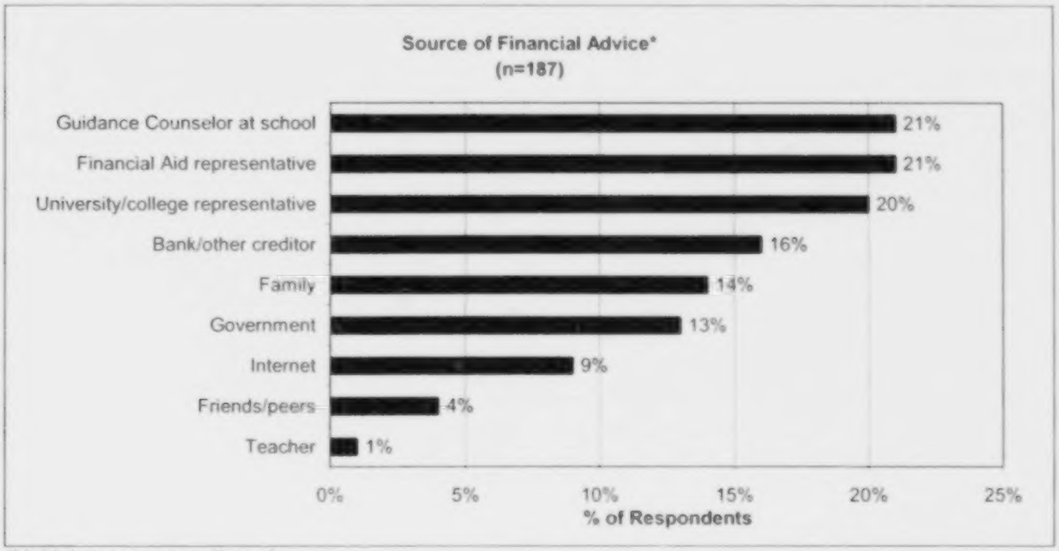
Over one-half of respondents attending a post-secondary institution at the time of the survey borrowed money to finance their education, either through government student loans (46%), and/or bank/credit union loans (7%). Overall, 44% of respondents were making their own contribution to their education, through their savings (25%) and/or income from working (19%). One-third (33%) mentioned family support as a means of financing their education.



*Multiple responses allowed.

4.5.2 Source of Financial Advice

Of the respondents enrolled in a post-secondary institution, slightly less than three-quarters (73%) indicated they did not seek any financial advice or information regarding paying for their post-secondary education. Those who did seek advice were asked to identify their sources of financial information. A wide range of responses was given, with the most common sources of information being a guidance counselor (21%), financial aid representative (21%) and/or university/college representative (20%).



*Multiple responses allowed

Generally, the majority of respondents who sought financial guidance were satisfied with the advice they received (53% very satisfied, 34% somewhat satisfied).

4.6 Relationship of High School Career Development Programs to Post-Secondary Education

Clearly, participation in high school activities such as the co-op/work experience programs played a role in the selection of a post-secondary program. Overall, three-quarters of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (50%) or indirectly (24%) related to the program they had completed in high school.

4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility, and confidence in obtaining employment in the province.

4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

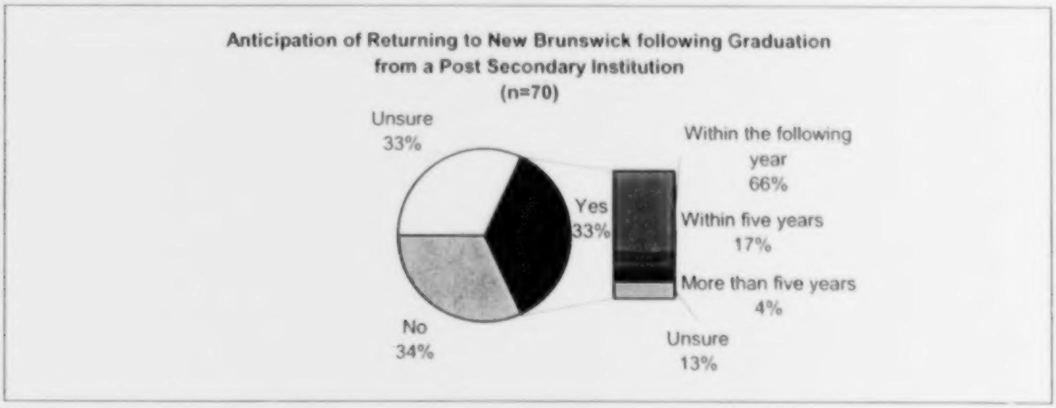
Of the 687 francophone sector respondents engaged in post-secondary studies at the time of survey, one in ten (10%) were attending an institution outside the province. Of these respondents, 64% were attending university, 23% were attending a community college, and 13% were attending a private institution.

When asked to identify why they decided to attend an institution outside the province, 28% cited that the program they wanted to pursue was not offered in New Brunswick, 23% felt that programs were of higher quality outside the province, and 16% expressed that they simply wanted to do their post-secondary education outside the province.

Reasons for Attending a Post-Secondary Institution Outside New Brunswick

	(n=70)	% of Respondents
The program I wanted is not available in New Brunswick	20	28.0
Programs are of higher quality at out-of-province institutions	16	23.4
I wanted to do my post-secondary education outside New Brunswick	11	16.4
New experiences/new places/better reputation	6	8.6
Better scholarships are available out-of-province	3	4.0
Smaller classes away	3	4.3
Cheaper	2	3.2
Other Mentions	3	4.3
No specific reason	5	7.8

Future mobility plans were evenly divided, with one-third of these respondents planning to return to the province, one-third planning to stay where they were, and the remaining one-third unsure of their plans. Of those who anticipated returning to the province (n=23), the majority expected to move back within the first year following graduation (66%) while an additional 17% planned to return within five years of graduation.



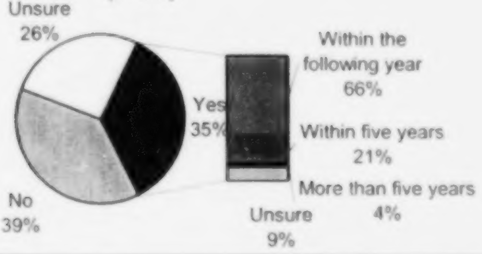
Of those who did not plan to return to the province (n=47), a variety of reasons were given, as shown below.

Reasons for Not Returning to New Brunswick		
	(n=47)	% of Respondents
Better job opportunities elsewhere	11	24.4
Personal/family reasons	10	21.9
Lack of jobs in chosen field	7	15.2
Rather live in big city	4	8.9
Lack of jobs/fewer opportunities	3	6.4
To travel/see other places	2	4.1
Further education	3	6.7
Don't know/not sure	7	12.4

4.7.2 *Respondents Currently Attending an Institution In New Brunswick*

When asked about future plans to leave the province, 35% of respondents from the francophone sector who attended an institution in New Brunswick expected to relocate following graduation. A similar proportion of respondents planned to stay in the province after graduation (39%), and over one-quarter (26%) were unsure at this point in time. The majority of those respondents (66%) who planned to relocate indicated they would do so within the first year following graduation from their post-secondary studies.

Anticipation of Leaving the Province following Graduation from a Post Secondary Institution (n=616)

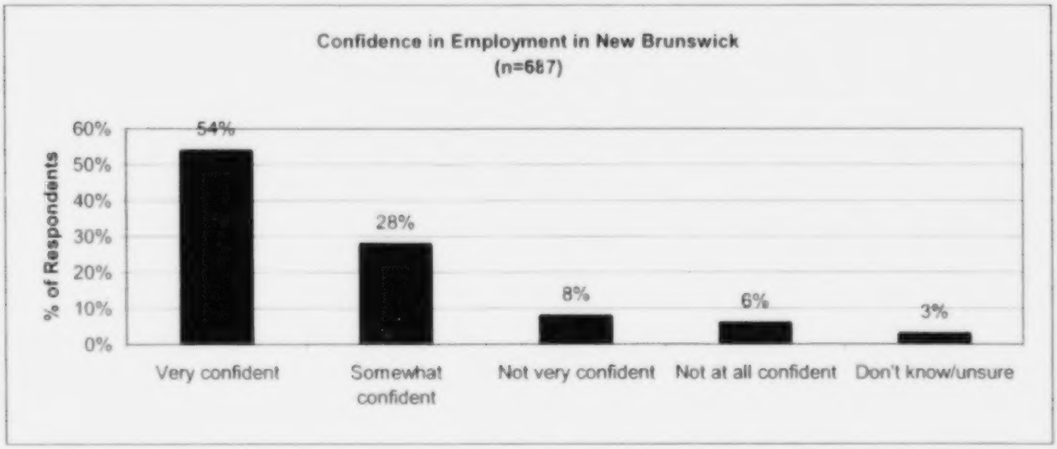


When asked why they planned to leave the province, the most common reasons reported by respondents were to further education (43%), for better job opportunities (22%) and to travel/see other places (10%).

Reasons for Leaving New Brunswick		
	(n=217)	% of Respondents
Further education	94	43.2
Better job opportunities	48	22.1
To travel/see other places	23	10.4
For a change	13	5.8
Better wages	9	4.2
Lack of jobs in chosen field	8	3.6
Lack of jobs/fewer job opportunities	6	2.9
As a result of current job	5	2.4
Lack of programs	5	2.4
Other Mentions	4	2.1
Unsure	2	0.9

4.7.3 *Employment in New Brunswick*

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their post-secondary education. More than eight in ten respondents (82%) felt confident[44] that they would be able to find employment in their field of study in New Brunswick after they finished their current program of studies, if they so desired. In fact, over one-half of respondents (54%) were very confident in their ability to find employment related to their field of study.


Confidence in Employment in New Brunswick
(n=687)

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[44] Confidence: Includes "somewhat confident" or "very confident".

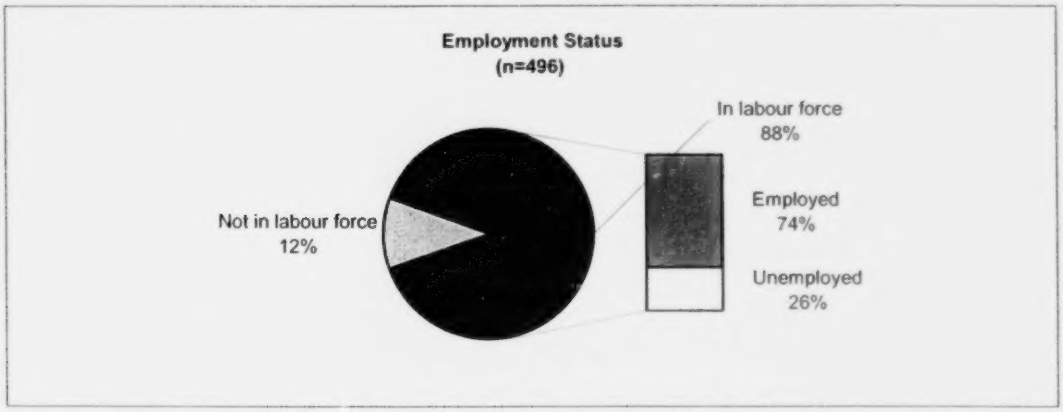
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for those respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program of studies at the time of survey. Respondents were asked about their employment status during the reference week of January 4th-10th, 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their primary activities since graduation from high school, their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

In total, 42% of respondents from high schools in the francophone sector were not attending a post-secondary institution at the time of this study. Although not currently attending, one-half of these respondents indicated they had attended a post-secondary institution at some point since graduation from high school in June 2002. Looking at those respondents who had engaged in post-secondary studies, one-half reported successfully completing the entire program (48%) and the remaining half reported discontinuing their studies (52%).

During the reference week, 88% of respondents who were not attending a post-secondary institution at the time of this study were part of the labour force, while 12% were not in the labour force. Of these respondents in the labour force, 63% were employed full-time, and 11% were employed part-time. A further 26% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours, etc.) and were therefore excluded from the analysis of these questions.



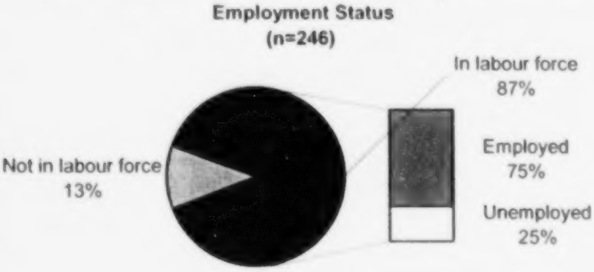
5.1.1 *Relationship of Employment to Work Experience Program*

The majority of employed respondents (57%) who had participated in a co-op/work experience program in high school indicated that the program was not at all related to their present employment. The remaining respondents indicated that the two were directly (24%) or indirectly (17%) related.

5.2 Respondents Who Had Not Yet Attended a Post-Secondary Institution

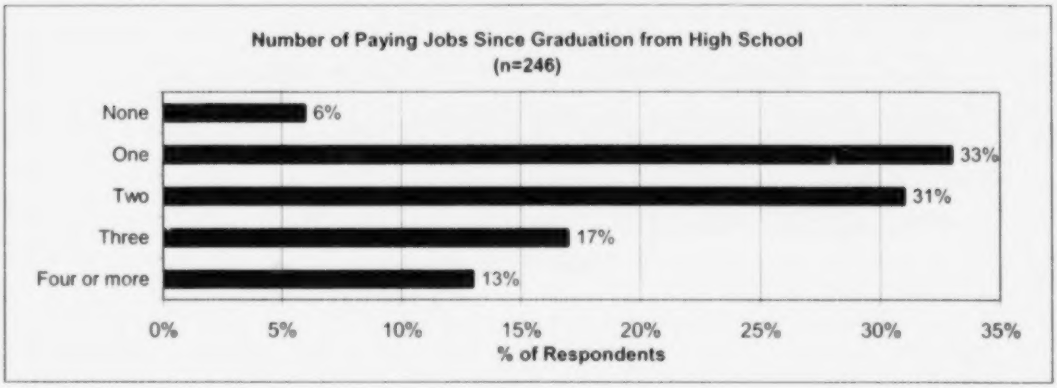
5.2.1 *Labour Force and Employment Status*

At the time of the survey, a total of 21% of respondents from the francophone sector had not yet attended a post-secondary institution. During the reference week, 87% of these respondents were in the labour force, while 13% were not. Of those in the labour force, 66% were employed on a full-time basis, 9% were employed part-time, and a further 25% were unemployed.



Number of Jobs

On average, respondents from the francophone sector who had not yet attended a post-secondary institution reported having 2 paying jobs since graduating from high school in June 2002.

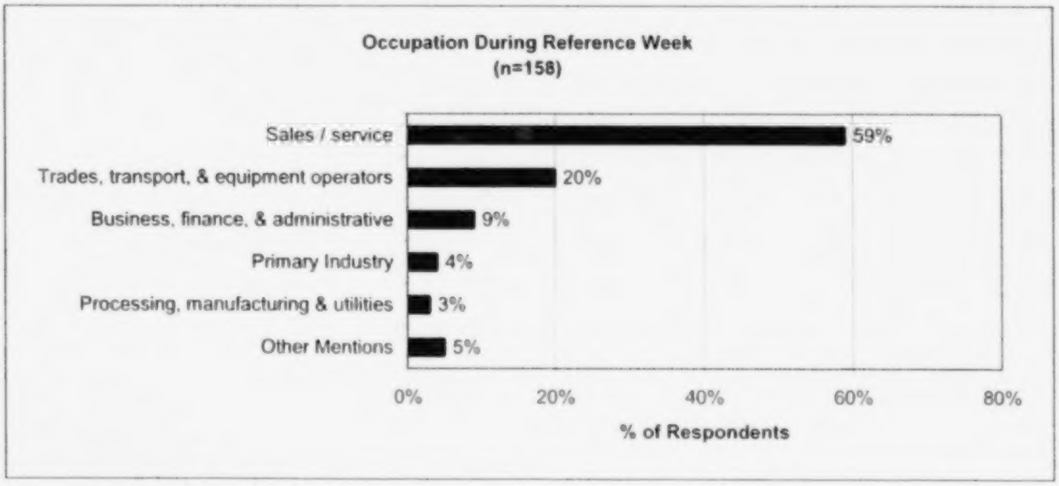


5.2.2 Respondents Working in Reference Week

Of the respondents who had not yet attended a post-secondary institution, 64% were employed during the reference week.

Occupation

A sizeable majority of employed respondents reported working in a sales or service occupation (59%), or in a trades, transport, and equipment operators occupation (20%) during the reference week.



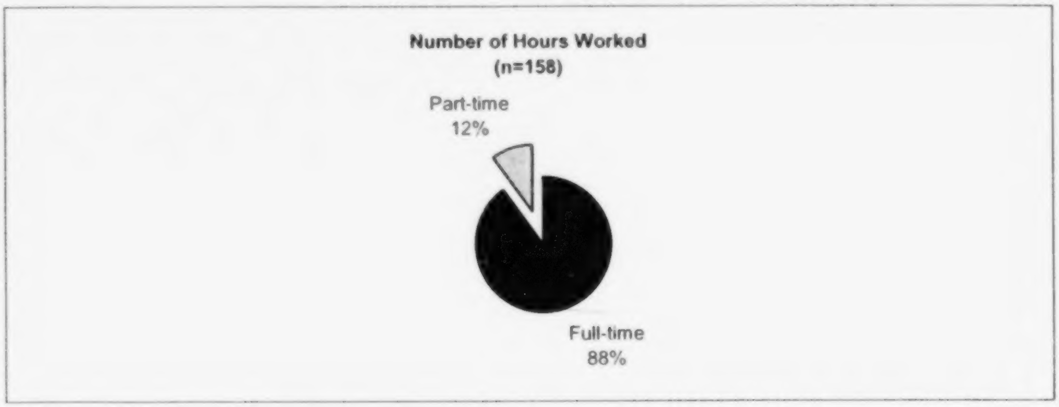
Industry

Most frequently, these working respondents who had not yet pursued post-secondary education or training reported holding positions in the retail industry (25%).

Type of Business, Industry or Service During Reference Week		
	(n=158)	% of Respondents
Retail trade	40	25.3
Accommodations, food services	23	14.6
Construction	18	11.3
Manufacturing	8	5.0
Agriculture, forestry, fishing and hunting	7	4.4
Transportation and warehousing	5	3.2
Health Care and social assistance	5	3.2
Other services (except public administration)	5	3.2
Public Administration	4	2.5
Administrative support, waste mgmt. and remediation	4	2.5
Information and cultural industries	3	1.8
Other Mentions	3	1.8
Refused	33	21.2

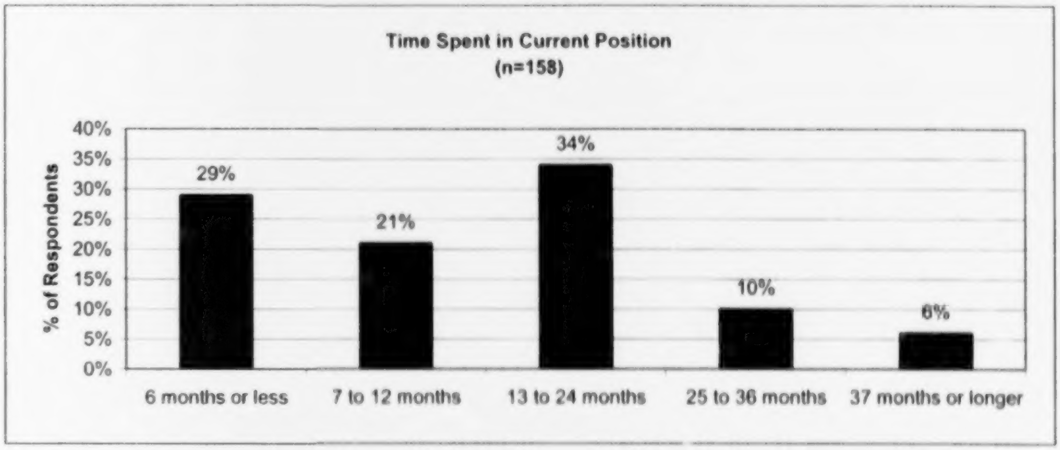
Average Number of Hours Worked & Average Hourly Wage

Respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked an average of 37.7 hours during that particular week. Overall, 88% of these respondents were employed full-time and the balance was employed part-time (12%). Hourly wages ranged from a low of $3.13 to a high of $35.00, with a mean hourly wage of $8.69.



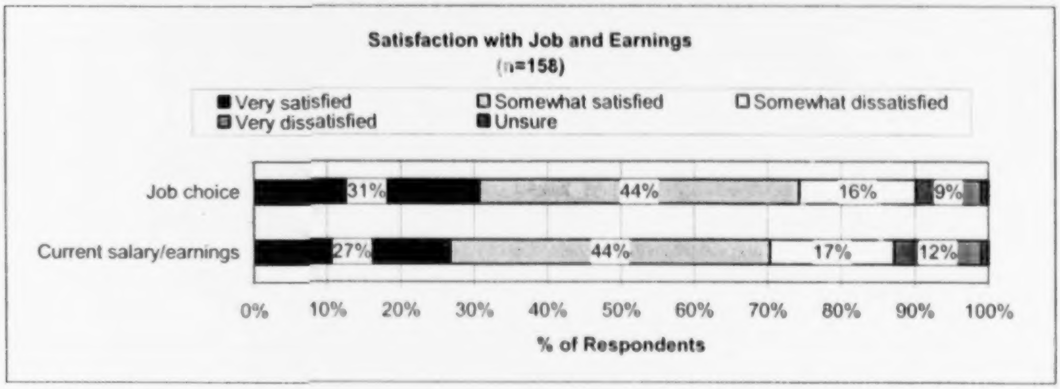
Length of Time Employed in Current Position

The majority of these employed respondents had been working in their current position for a mean period of 15.2 months at the time of the study. Overall, one-half of these employed respondents had been employed in their current position for one year or less, and the other half had been employed for a period of more than one year.



Satisfaction with Job Choice and Salary

For the most part, respondents who did not pursue a post-secondary educational or training path exhibited satisfaction with their job choice and current salary. Overall, three quarters were at least somewhat satisfied with job choice (31% very satisfied) and 71% were at least somewhat satisfied with their current salary (27% very satisfied).



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents unemployed or not in the labour force during the reference week. Of this group of respondents, 63% were unemployed while 37% were not in the labour force. Of those unemployed, 76% were looking for employment during the reference week, 20% were waiting for a recall after a layoff, and 4% were waiting for a new job to start in the following four weeks. Of the respondents looking for work, 78% were looking for full-time work, 5% were looking for part-time work, and the remaining 17% were looking for either.

Most often, respondents reported the reason for their unemployment as being no work available (32%), waiting for a recall to work after layoff (20%), or an inability to find employment related to their training experience (13%). For those not in the labour force, 19% were not working due to their own illness or disability, 16% were on maternity leave, and 16% reported there was no work available.

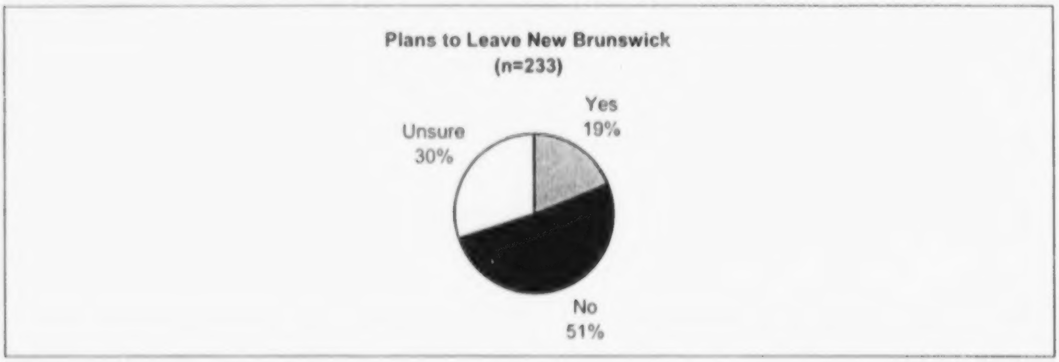
Reasons for Unemployment/Not In Labour Force

	Unemployed		Not in Labour Force	
	(n=54)	% of Respondents	(n=32)	% of Respondents
No work available	17	31.5	5	15.6
Waiting for recall to work after layoff	11	20.4	--	--
Inability to find job related to training/experience	7	13.0	2	6.3
Laid off/fired/quit	5	9.3	2	6.3
Receiving EI	3	5.6	2	6.3
Waiting for new job to start in next 4 weeks	2	3.7	--	--
Not working due to own illness or disability	2	3.7	6	18.8
Seasonal Worker	1	1.9	2	6.3
Not working due to personal/family responsibilities	1	1.9	--	--
Traveling	1	1.9	1	3.1
Not looking for work	--	--	1	3.1
Maternity Leave	--	--	5	15.6
No response/refused	2	3.4	4	12.3
Other Mentions	2	3.7	2	6.3

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The overwhelming majority of respondents (95%) who had not yet pursued post-secondary studies still resided in New Brunswick at the time of the survey. However, a smaller proportion (5%) had decided to relocate outside the province. When asked about future plans for relocation, one-half of respondents indicated that they planned to remain in the province (51%), while 30% were unsure and 19% planned to move away.



Among those who anticipated leaving, 41% said they planned on leaving within the next year, 35% expected to leave within the next five years, and 7% expected to leave more than five years from now. The remaining 17% of these respondents were unsure. Respondents cited a wide range of reasons for wanting to leave the province. The reason voiced most often (35%) was that there were better job opportunities outside New Brunswick. Additionally, 20% of those who planned to leave indicated they want to travel/see other places, while 11% wanted to leave to further their education.

Reason for Leaving New Brunswick		
	(n=45)	% of Respondents
Better job opportunities	16	35.6
To travel/see other places	9	19.9
Further education	5	10.7
Lack of jobs/fewer opportunities	4	9.2
Better wages	4	9.2
Personal/Family reasons	2	4.4
Military	2	4.4
Current employment/work	2	4.4
Lack of programs	1	2.2

Motivations for Leaving New Brunswick

Of the 5% of respondents in this group who were no longer residing in New Brunswick (n=14), over half (n=8) indicated they had moved because more job opportunities were available outside of the province.

Reasons for Leaving New Brunswick		
	(n=14)	% of Respondents
More job opportunities outside the province	8	60.5
Family/personal reasons	3	23.9
Make more money outside the province	1	7.3
Go to school	1	7.3
Travel	1	8.3

Expectations for Returning to New Brunswick

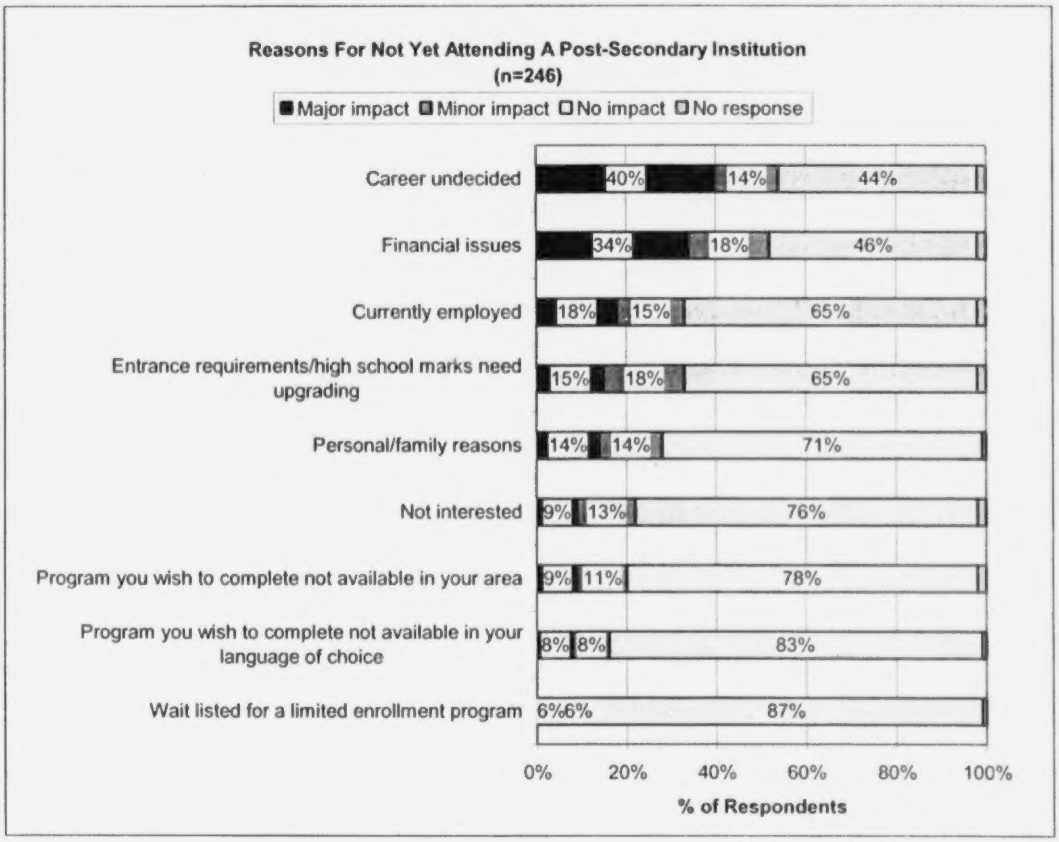
Of the respondents who had not yet attended a post-secondary institution and were residing outside New Brunswick (n=14), 31% planned to return to the province in the future, while another 24% did not plan to relocate. The remaining respondents (45%) were unsure of whether they would return to the province. Of those respondents who planned to return to New Brunswick (n=4), three planned to return within the next year and one within the next five years.

Respondents who had decided not to return to the province (n=9) were asked to identify the reasons for this decision. Five respondents said there were better job opportunities outside the province, one respondent felt they wanted to travel and see other places, and one respondent cited personal/family reasons for not returning. Two respondents were unable to provide a reason for remaining outside the province.

Reasons for Not Returning to New Brunswick		
	(n=9)	% of Respondents
Better job opportunities	5	54.7
Personal/family reasons	1	10.6
To travel/see other places	1	12.0
Unsure	2	22.7

5.2.5 *Reasons for Not Yet Attending a Post-Secondary Institution*

Nine potential barriers to pursuing a post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was then asked to rank each factor as having had a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies up to the time of the survey. Most frequently, this group of respondents reported that indecision on a career choice (54%) and financial issues (52%) were barriers to post-secondary studies. Second to this, one-third cited current employment and a similar proportion mentioned entrance requirements as factors in the decision.



Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution to date were presented with a list of additional factors specific to each issue. Each respondent was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at this time.

Of those respondents who cited "financial issues" as a factor in their decision to not attend a post-secondary institution, most (71%) indicated that fear of getting into too much debt played a role in their decision. In addition, a lack of financial resources was reported to be a barrier by just over half (52%) of these respondents.

Reasons for Citing FINANCIAL ISSUES		
	(n=130)	% of Respondents
You are afraid of getting into too much debt	92	70.7
You were not able to get enough money to attend	67	51.8
The program you wish to take is too expensive	58	44.9
Other Mentions	14	10.5

Most of the respondents who reported, "not being interested in attending" as a factor in their decision not to pursue post-secondary education to date said they wish to continue working and making money (84%). Three-quarters of respondents who cited a lack of interest simply wished to take a break from learning (75%), while 69% planned to explore post-secondary education in the future.

Reasons for Citing NOT INTERESTED		
	(n=55)	% of Respondents
You want to continue working and making money	46	84.0
You wish to take a break from formal learning	41	74.9
You wish to attend sometime in the future	38	69.0
You are planning on doing some traveling before deciding about a post-secondary education	16	29.8
You feel that a post-secondary education will not help you get a job	13	23.1
Other Mentions	2	3.5

Among those respondents who indicated "career undecided" was a barrier to their post-secondary education, the large majority expressed that they were undecided between more than one career choice (77%). In fact, the majority of respondents reported that they had sufficient information on their options but were unable to make a decision (63%).

Reasons for Citing CAREER UNDECIDED		
	(n=134)	% of Respondents
You are undecided between more than one career choice	103	77.1
You did not have sufficient information on your post-secondary options	49	36.8
Other Mentions	1	0.7

Most frequently, those who cited "entrance requirements" as a barrier in their decision to pursue post-secondary studies said that not meeting the requirements for the program (35%) or institution (35%) they wanted to enter played a part in their decision not to attend.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=81)	% of Respondents
You did not meet the requirements for the **program** you wished to enter	29	35.1
You did not meet the entrance requirements for the **institution** you wished to enter	29	35.2
The pre-requisite courses were not available at your school	13	15.5
You are currently back in high school upgrading your marks	7	8.2
Other Mentions	1	1.1

Present family commitments (33%) and not wanting to leave their community and home (28%) were the major reasons cited by respondents who had not pursued post-secondary education or training and who had mentioned "personal/family reasons" as a barrier.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=68)	% of Respondents
Your present family commitments	22	33.1
You don't want to leave your community and home	19	27.5
Health reasons prevent you from attending	11	15.8
Lack of family support	6	8.7
Other Mentions	9	13.5

Most frequently, those respondents who stated their "current employment" was a barrier to pursuing post-secondary education indicated that a desire to work (84%), and the need to support themselves (76%) played a part in their decision not to attend a post-secondary institution. Second to this, 61% believed that work experience would help them achieve their career goals, while 58% said they were still undecided on a career path. Almost six in ten of these respondents (57%) were trying to save money for a post-secondary education at a later date.

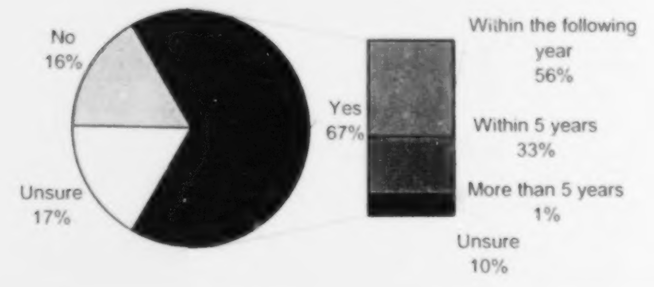
Reasons for Citing CURRENT EMPLOYMENT		
	(n=81)	% of Respondents
Working is what you want to do	68	83.6
To support yourself	61	75.7
You believe that your work experience will get you to your career goals	50	61.3
You are still undecided on your career path	47	58.4
To earn money for post-secondary education	46	57.2
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	44	54.4
To support your family	21	25.5
You have started your own business	2	2.6

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Two-thirds of respondents (67%) who had not yet attended a post-secondary institution at the time of the survey did plan to attend at some time in the future. Approximately 16% said they had no such plans and a similar proportion were unsure (17%). Of those respondents who intended to pursue post-secondary education, the vast majority planned to attend the following year (56%), while 33% planned to attend within the next five years.

Future Plans to Attend a Post Secondary Institution
(n=246)



Motivations for Pursuing Education

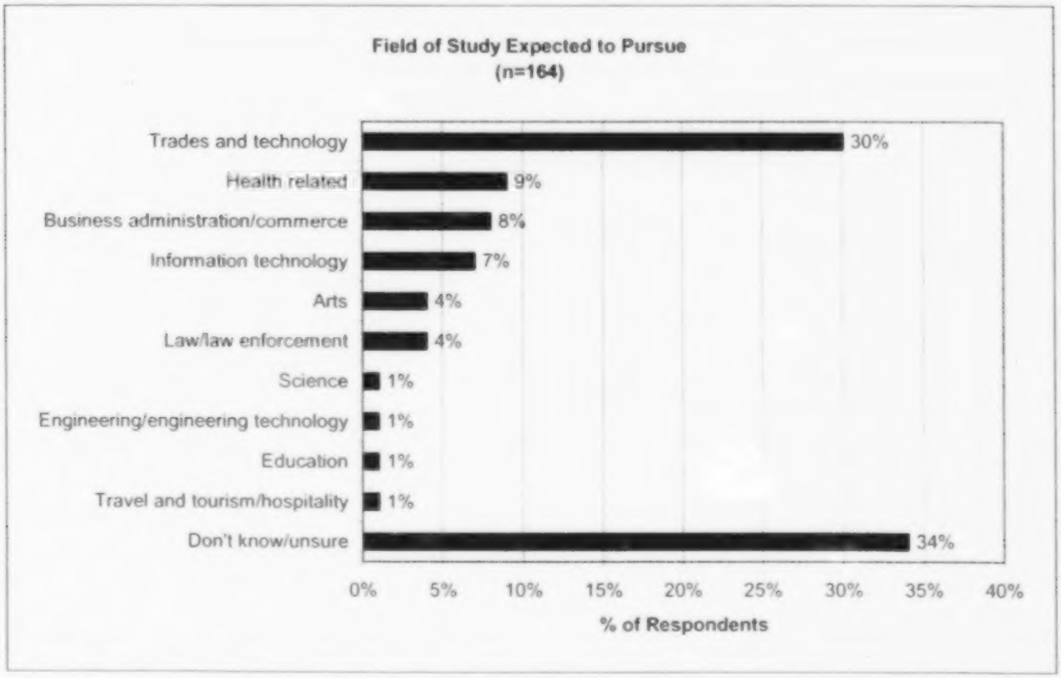
When respondents were asked why they planned on attending a post-secondary institution at some time in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (75%).

Reasons for Deciding to Attend a Post-Secondary Institution

	(n=164)	% of Respondents
To get a better job/further career opportunities	123	75.1
Will have sufficient financial resources	12	7.2
To further education/better myself	15	9.3
You have been accepted in the program you wanted	4	2.4
Will have mature student status	4	2.4
Have made a decision on what you want to do	1	0.6
Don't know/unsure	5	3.0

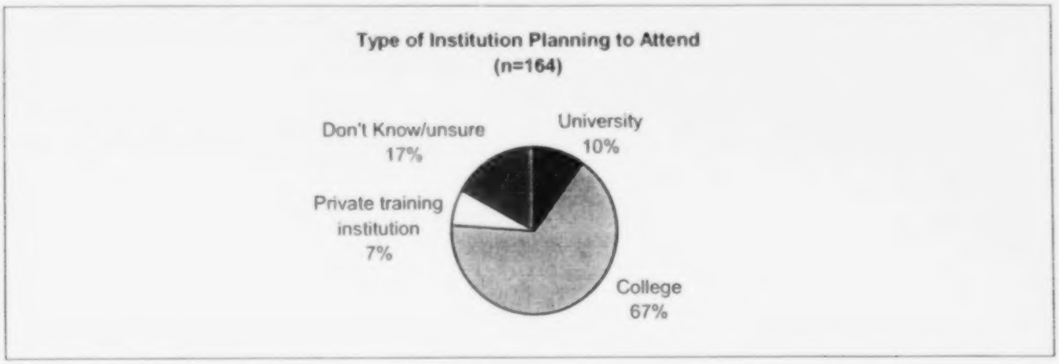
Field of Study

When asked what field of study they planned on pursuing, trades and technology topped the list (30%), followed by health (9%), business administration/commerce (8%), and information technology (7%). More than one-third of this group of respondents (34%) was unsure of their expected field of study.



Type of Institution

A community college was the institution of choice for two-thirds of respondents (67%) who had not yet pursued post-secondary studies but who planned to attend a post-secondary institution in the future. An additional 10% planned to attend university, while 7% planned to go to a private training institution.



Name of Institution

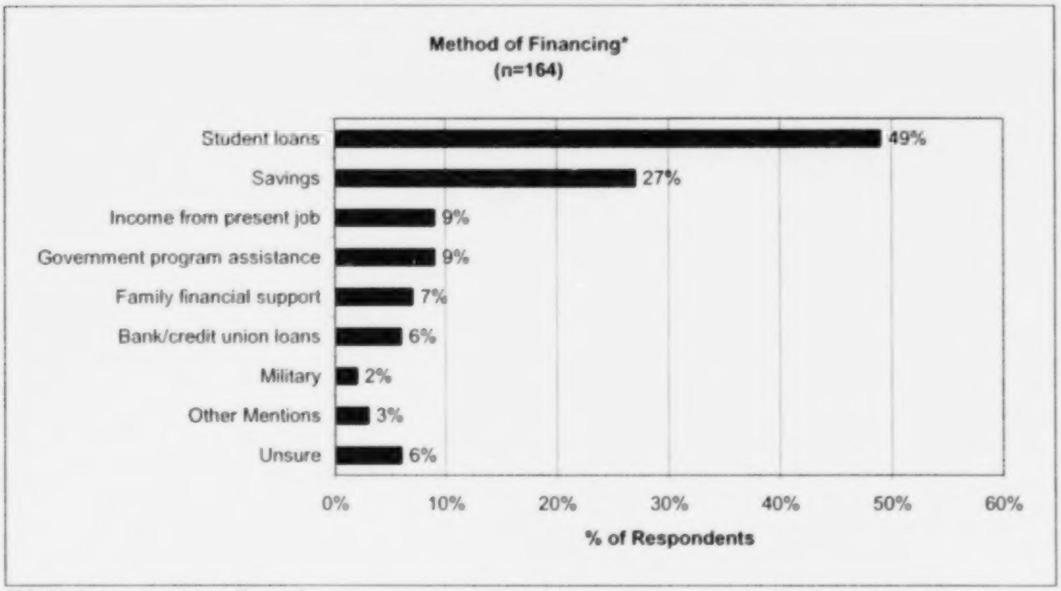
Approximately half of these respondents (51%) were undecided about where they would study. The remaining respondents cited a wide range of institutions, but the New Brunswick Community College (NBCC) was cited most frequently (36%).

Location & Reasons for Leaving New Brunswick

The overwhelming majority (86%) of this group of respondents who were planning on pursuing a post-secondary education planned on attending an institution within the province of New Brunswick, while a small proportion (14%) planned to move outside the province. Respondents who planned to move outside the province most commonly cited the program not being offered in the province (37%) and personal/family reasons (23%) as reasons for choosing to attend an institution outside New Brunswick (multiple responses allowed).

Source of Financing

Respondents who were planning on attending a post-secondary institution in the future intended to use a variety of means to finance their studies; however borrowing the money through government student loans (49%) or bank/credit union loans (6%) appeared to be the most popular financing method (55%). Close to four in ten respondents would use their own money to finance their education, through personal savings (27%), present income (9%).



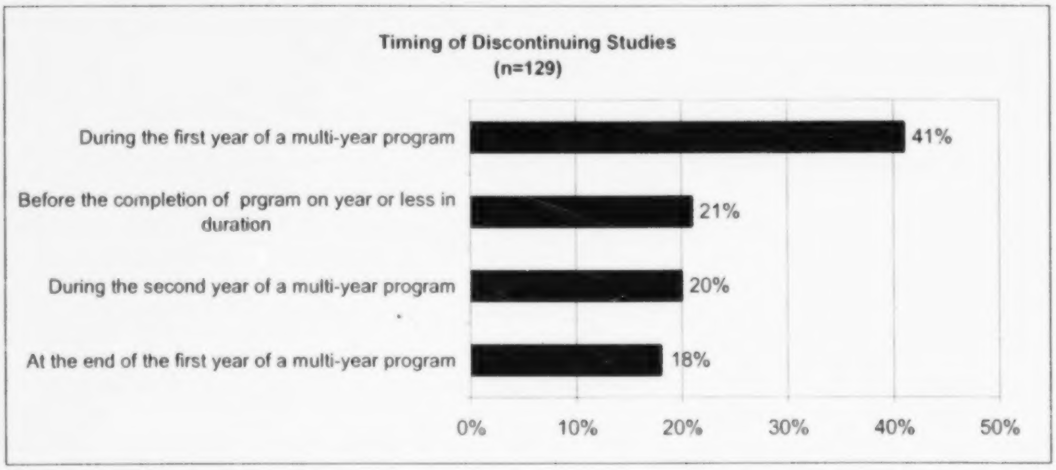
*Multiple responses allowed

2.3 Attended a Post-Secondary Institution and Discontinued Studies

Overall, 129 respondents from the francophone sector had attended a post-secondary institution since graduation in 2002 but had discontinued their studies before completion. When asked for the main reason for discontinuing studies, 31% of the respondents reported that the program was not what they had expected, 22% said they discontinued due to the difficulty of the program or because of academic failure, and 18% lost interest in the program.

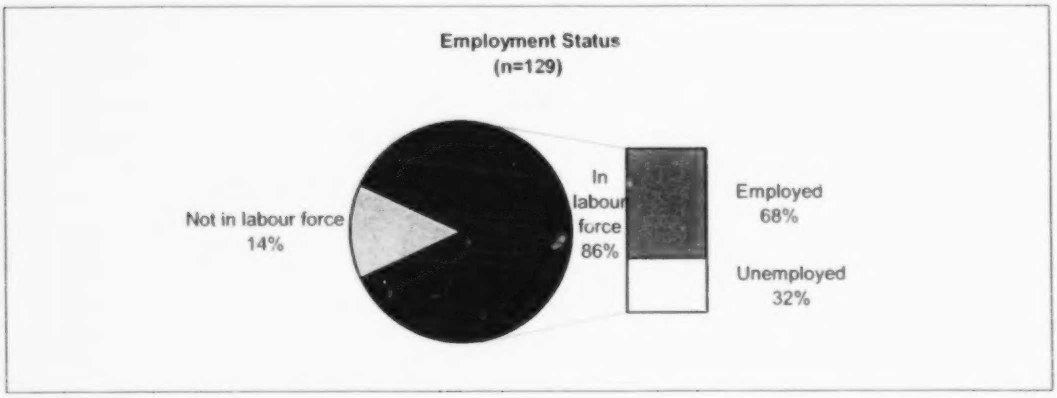
Main Reason for Discontinuing Studies		
	(n=129)	% of Respondents
Program was not what you expected	40	31.2
Difficulty of program/academic failure	28	22.1
Lost interest in program	24	18.4
Personal/family/illness issues	13	10.2
Undecided on career	5	4.2
Employment opportunity	5	3.7
Other Mentions	2	1.6
Don't Know	12	8.6

For the most part, the majority of respondents discontinued their studies either during the first year of a multi-year program (41%) or before the completion of a program of one year or less (21%) in duration. In addition, 18% discontinued at the end of the first year of a multi-year program, while the remaining 20% stopped during the second year of a multi-year program.



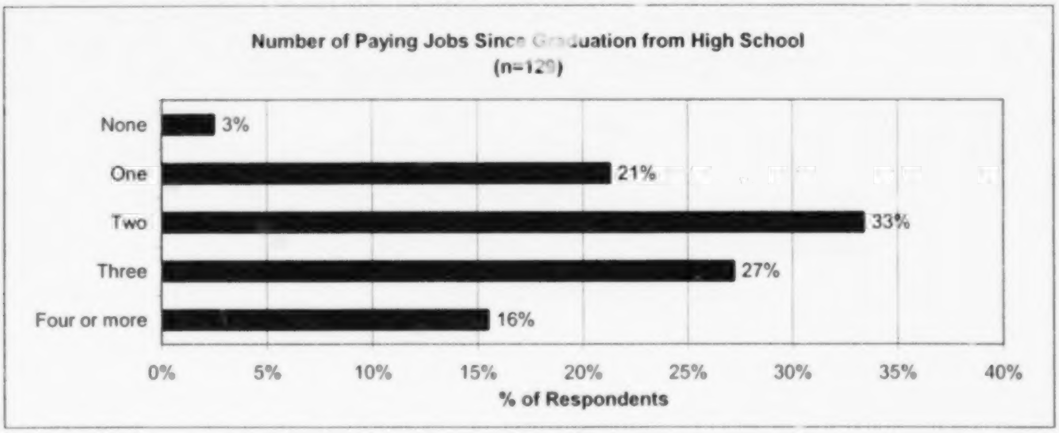
5.3.1 *Labour Force and Employment Status*

During the reference week, 86% of the group, which had discontinued their studies at the time of survey, was in the labour force, while 14% were not in the labour force. Of those in the labour force, 68% were employed, while 32% were unemployed. Of those employed, 22% were working part-time and 78% were working full-time.



Number of Jobs

On average, this group of respondents who discontinued their studies from a post-secondary institution reported having 2.3 paying jobs since graduation from high school in June 2002.

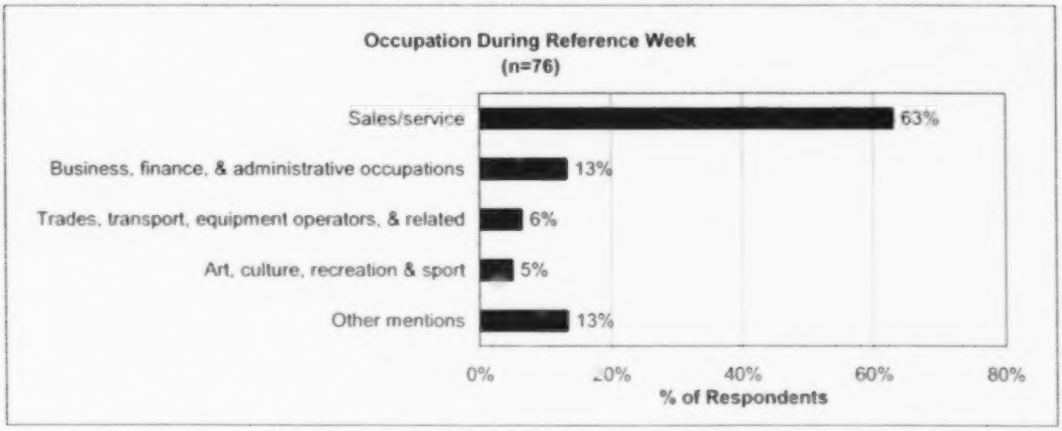


5.3.2 *Respondents Working in Reference Week*

Approximately six in ten respondents (59%) who had discontinued their post-secondary studies were employed during the reference week.

Occupation

The majority of these respondents reported working in a sales or service occupation (63%), or in a business, finance or administrative occupation (13%).



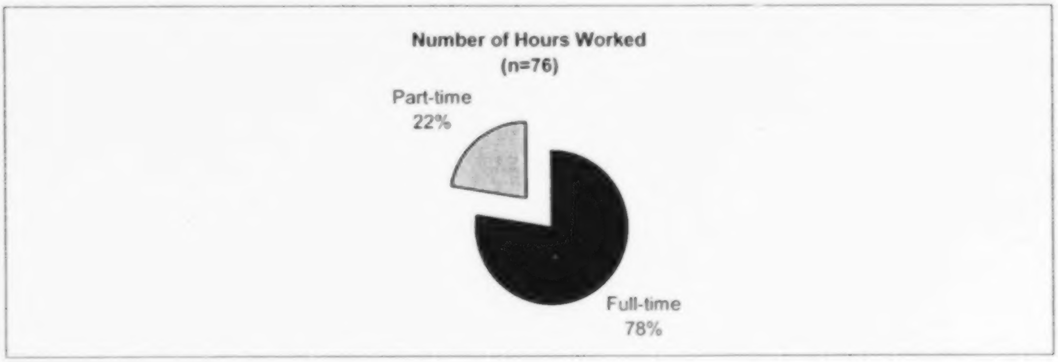
Industry

Most frequently, respondents who discontinued their studies but were employed during the reference week reported holding positions in either the retail industry (37%) or in the accommodations/food service industry (18%).

Type of Business, Industry or Service During Reference Week		
	(n=76)	% of Respondents
Retail trade	28	37.2
Accommodations, food services	14	18.4
Arts, entertainment, recreation	3	4.0
Agriculture, forestry, fishing, & hunting	3	3.9
Information & cultural industries	3	3.9
Manufacturing	3	3.8
Construction	3	3.8
Transportation & warehousing	2	2.5
Administrative support, waste management/remediation	2	2.5
Other mentions	4	5.2
No answer/refused	11	14.8

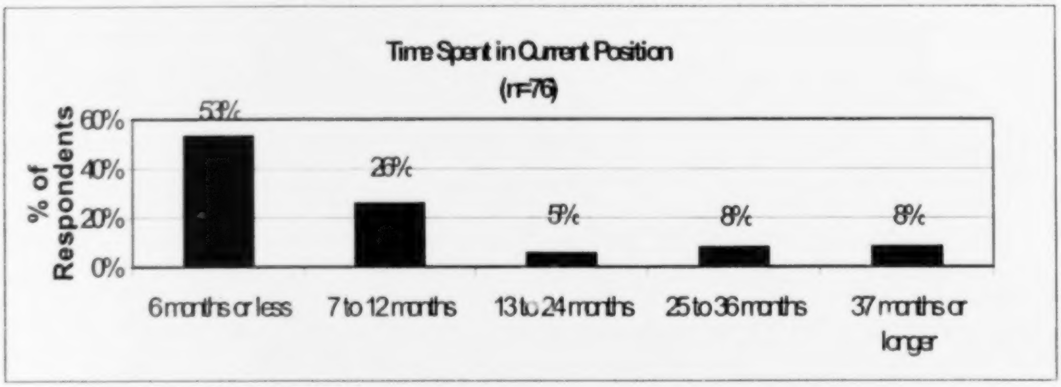
Average Number of Hours Worked & Average Hourly Wage

Respondents who discontinued their studies, but who were employed during the reference week, worked an average of 35.2 hours during that particular week. Overall, 78% worked full-time while 22% worked part-time. Hourly wages ranged from $6.00 to $22.00, with a mean hourly wage of $7.81.



Length of Time Employed in Current Position

On average, this group of working respondents had held their current position for a period of 11.2 months.



Relationship of Post-Secondary Education to Employment

The majority of this group of respondents felt there was no relationship between their discontinued post-secondary studies and their employment at the time of the study. Of the respondents who discontinued their studies, 83% felt that their post-secondary education since high school was not at all related to their job. The remaining 17% felt the job was either directly related (10%) or indirectly related (7%).

5.3.3 *Respondents Not Working in Reference Week*

Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of those unemployed, 79% were looking for employment during the reference week, 12% were waiting for a recall after a layoff, and 9% were waiting for a new job to start in the following four weeks. Of those looking for work, 82% reported looking for full-time work (30 hours or more per week), 8% were looking for part-time work, and 10% were looking for either.

Of the respondents who were unemployed, the reasons most commonly reported for their unemployment included: no work available in area or looking for job (27%), an inability to find a job related to their training/experience (24%), or laid-off, fired, or quit (15%). Reasons most commonly reported for their unemployment by respondents not in the labour force included: not working due to own illness/disability (22%), seasonal worker (22%), and not looking for work (17%).

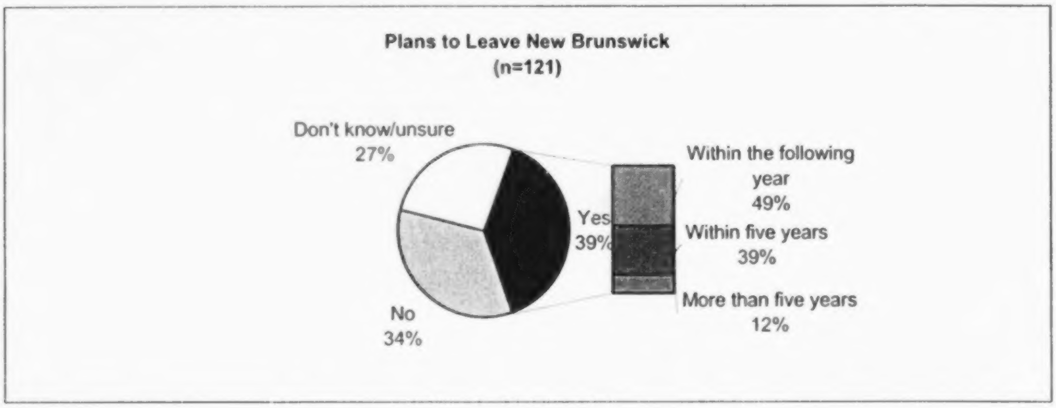
Reason for Unemployment/Not in Labour Force	Unemployed		Not in labour force	
	(n=34)	% of Respondents	(n=18)	% of Respondents
No work available in area/looking for job	9	26.5	--	--
Inability to find job related to your training/experience	8	23.5	--	--
Laid-off/fired/quit	5	14.7	--	--
Waiting for recall to work after a layoff	4	11.8	--	--
Waiting for a new job to start in the next 4 weeks	3	8.8	--	--
Traveling	2	5.9	2	11.1
Not working due to own illness/disability	1	2.9	4	22.2
Seasonal worker	--	--	4	22.2
Not looking for work	--	--	3	16.7
Maternity leave	--	--	1	5.6
Other Mentions	--	--	1	5.6
No response/refused	2	5.9	3	16.6

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority of respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick (94%) at the time of the survey. Of these students, 39% anticipated leaving New Brunswick in the future whereas 34% did not expect to leave the province and 27% were uncertain of their future in New Brunswick.

Approximately half of the respondents who anticipated leaving New Brunswick planned on leaving within the next year (49%). Of the remaining students who wished to relocate, 39% expected to leave within the next five years, while 12% planned to leave the province more than five years from now.



The most common reason this group of respondents cited for choosing to leave the province was to further their education (36%). The remaining respondents anticipated leaving the province to seek better job opportunities (32%), and to travel and see other places (11%).

Reason for Leaving New Brunswick		
	(n=47)	% of Respondents
Further education	17	35.8
Better job opportunities	15	32.2
To travel/see other places	5	10.7
Rather live in big city	3	6.4
For a change	2	4.5
Lack of programs	1	2.1
Better wages	1	2.1
Military	1	2.1
Don't know/not sure	2	4.0

Motivations for Leaving New Brunswick

Of the eight respondents from this group who no longer resided in New Brunswick at the time of survey, three attributed their move to more job opportunities outside the province, while two respondents each attributed it to making more money outside the province, the desire to travel, and no specific reason.

Reason for Leaving New Brunswick		
	(n=8)	% of Respondents
More job opportunities outside the province	3	37.5
Make more money outside of the province	2	25.0
No specific reason	2	25.0
Travel	2	25.0

Expectations for Returning to New Brunswick

Of the eight respondents who no longer lived in the province, two anticipated returning to New Brunswick within the next year. Of the remaining respondents who did not anticipate returning or were uncertain whether they would return, two attributed it to better job opportunities outside the province, two to personal or family reasons, and one to better wages outside the province and one was unsure of why they would not return.

Nearly one-quarter of respondents who were residing outside the province at the time of the study said they anticipated returning to New Brunswick in the future (24% or n=2) Of the remaining respondents, four said they had had no such intentions and two were unsure whether they would return to New Brunswick.

Of those who anticipated returning to the province (n=6), all expected to return within the next year. Those who were not planning to return to New Brunswick (n=7) most frequently identified better jobs outside New Brunswick (33%) and personal/family reasons (33%), as reasons why they did not intend to return (43%).

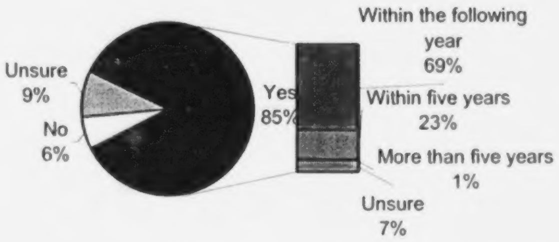
Reasons for Not Returning to the Province		
	(n=6)	% of Respondents
Better job opportunities	2	33.3
Personal/family reasons	2	33.3
Better wages	1	16.7
Don't know/not sure	1	16.7

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

Nearly all of the respondents who had attended yet discontinued studies at a post-secondary institution (85%) planned to return to education or training in the future. The majority of these respondents (69%) planned to attend an institution within the next year.

Plans to Attend a Post-Secondary Institution
(n=129)



Motivations for Pursuing Education

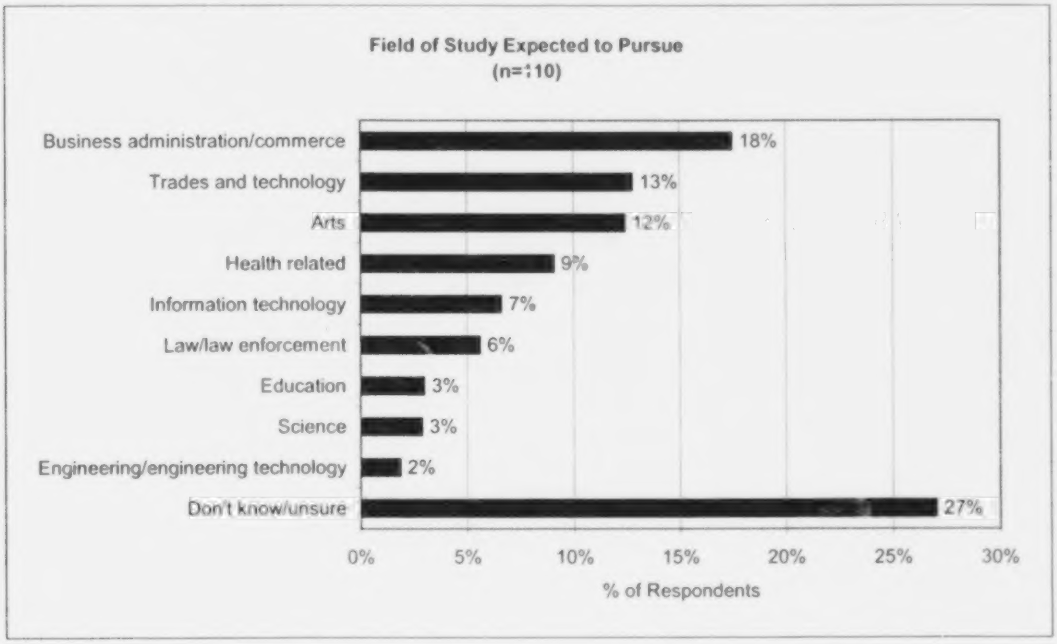
Respondents who discontinued their studies but who indicated that they would continue their studies in the future most frequently attributed the upcoming return to a desire to get a better job or further career opportunities (84%).

Reasons for Deciding to Attend a Post-Secondary Institution

	(n=110)	% of Respondents
To get a better job/further career opportunities	92	84.1
To further education/ better myself	9	8.3
Know what I want to do	4	3.8
You will have mature student status	1	0.9
You will have sufficient financial resources	1	0.9
You have been accepted in a post-secondary institution that you wanted	1	0.9
Don't know	1	1.0

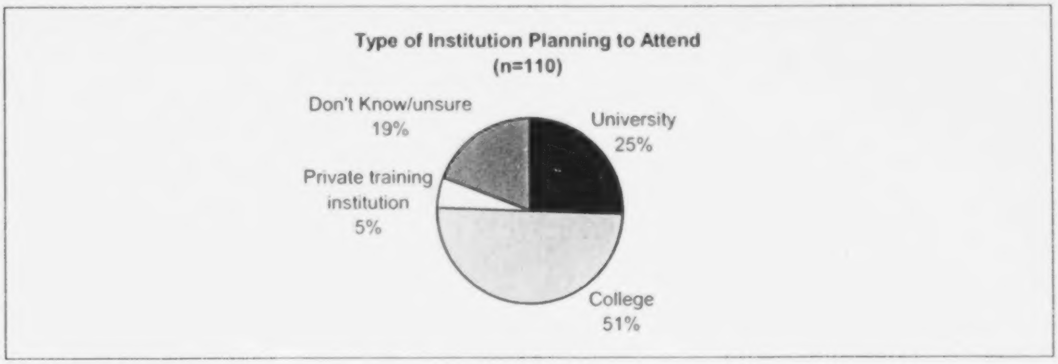
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned on returning to post-secondary education most frequently indicated that they were interested in pursuing business administration or commerce (18%), followed by trades and technology (13%) and arts related (12%) fields of study.



Type of Institution

Half of this group of respondents (51%) planned on attending college, 25% planned on going to university, 5% planned on going to a private training institution, and 19% were unsure what type of institution they would attend.



Name of Institution

Approximately half of these respondents (48%) were uncertain of which post-secondary institution they planned on attending when they resume their studies. The remaining respondents mentioned several different institutions throughout New Brunswick and Nova Scotia with a New Brunswick Community College being mentioned most commonly (26%).

Name of Post-Secondary Institution		
	(n=110)	% of Respondents
New Brunswick Community College (NBCC/CCNB)	28	25.7
Université de Moncton	7	6.6
University of New Brunswick	3	2.6
Other Mentions	19	17.2
Unsure	53	47.9

Location & Reasons for Leaving New Brunswick

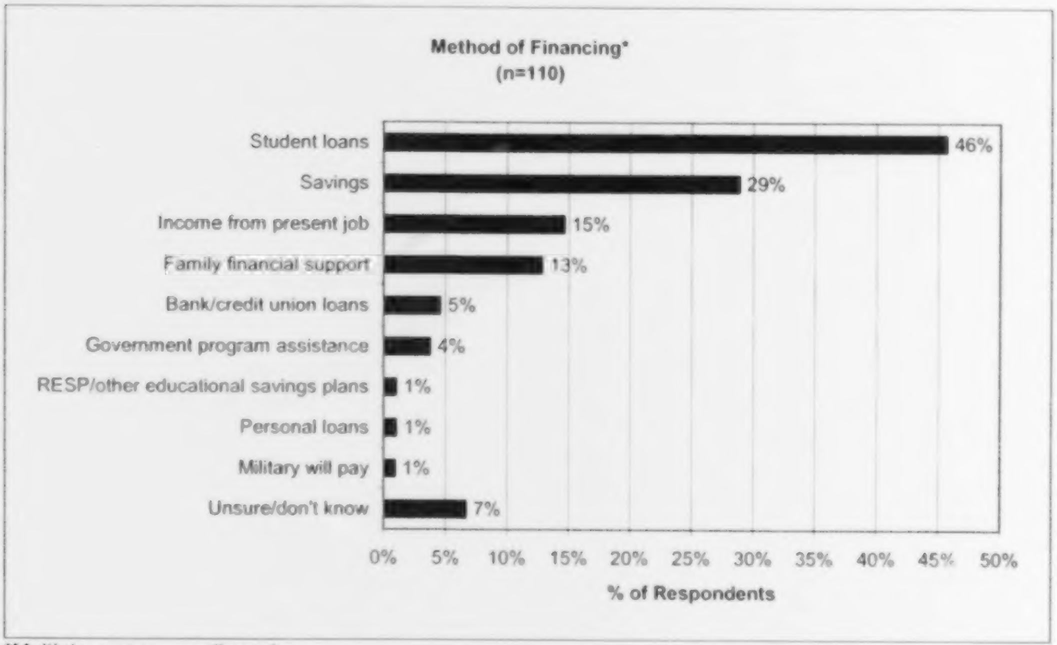
Most of those respondents who planned on resuming post-secondary education planned on attending an institution in New Brunswick (66%). Reasons most commonly reported by respondents who planned to attend an institution outside the province included their program of interest not being offered in New Brunswick (25%), the programs being of higher quality at out-of-province institutions (15%), and a general desire to move (11%).

Reasons for Leaving New Brunswick*		
	(n=38)	% of Respondents
The program I wanted is not offered in New Brunswick	9	24.5
Programs of higher quality at out of province institution	6	15.4
Just wanted to move	4	10.7
Lower costs	2	6.0
The program I wanted not available in my preferred language	2	5.7
Personal/family reasons	2	5.3
Job/career related	2	5.3
Better scholarships are available out of province	1	2.7
More variety of programs	1	2.6
No specific reason	8	21.9

* Multiple responses allowed

Source of Financing

Respondents who were planning to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (46%), and savings (29%) seemed to be the most popular financing methods.



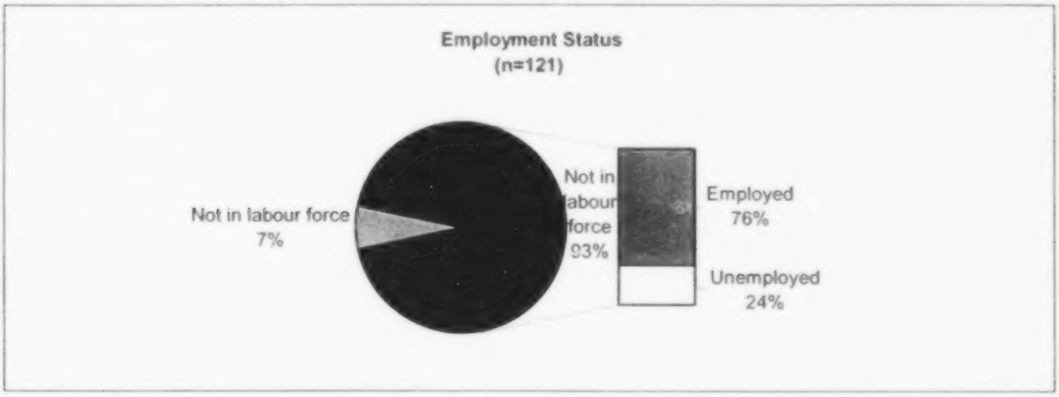
*Multiple responses allowed

5.4 Respondents Who Attended a Post-Secondary Institution and Completed Studies

A total of 121 respondents from the francophone districts (10%) fully completed their program of studies at a post-secondary institution following graduation from high school. Of these respondents, the majority attended a community college (61%), while a smaller proportion attended a private training institution (38%) and university (1%).

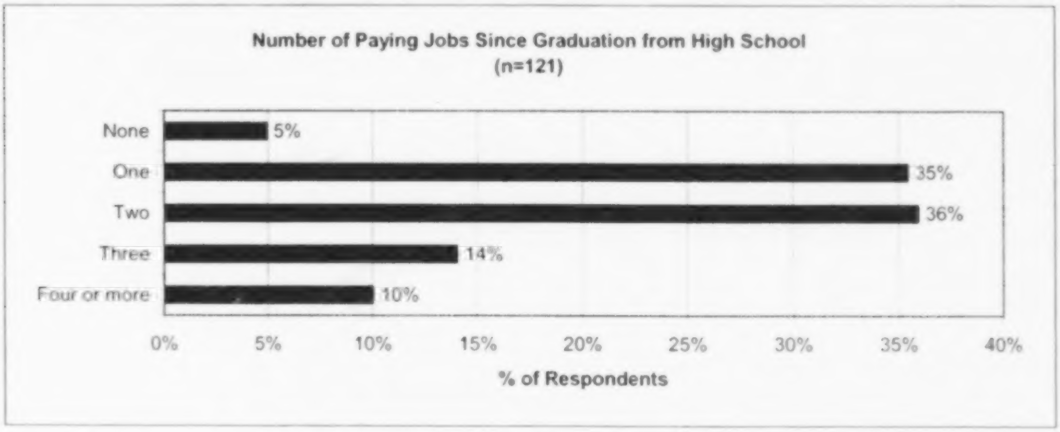
5.4.1 Labour Force and Employment Status

During the reference week, 93% of these respondents were in the labour force, while 7% were not in the labour force. Of those in the labour force, 63% were employed full-time, 13% were employed part-time and 24% were unemployed.



Number of Jobs

On average, respondents from the francophone sector who had completed their post-secondary education or training by the time of survey had held 1.9 paying jobs since graduation from high school in 2002.

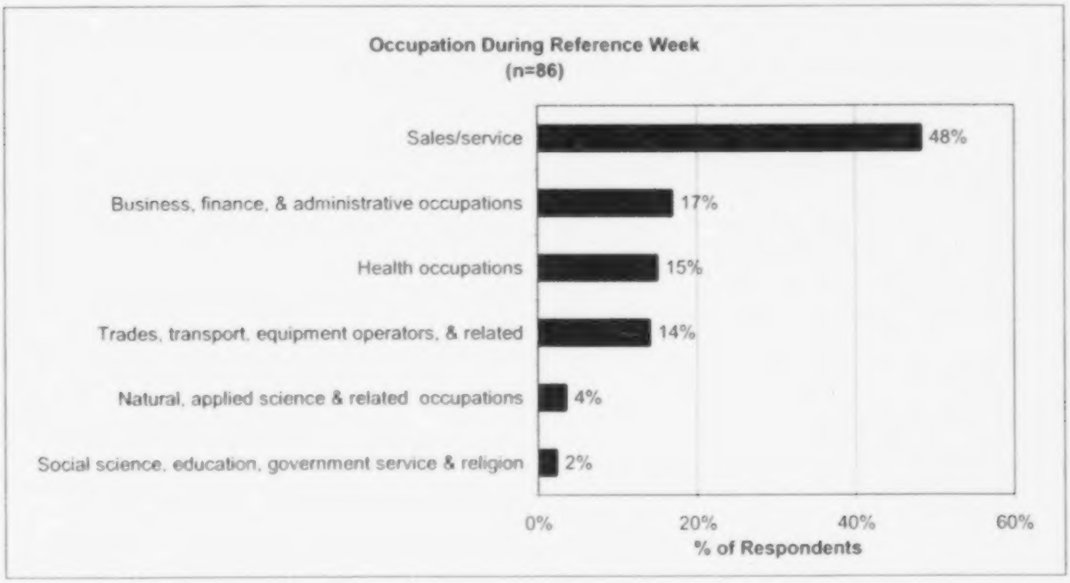


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 72% were employed during the reference week.

Occupation

When asked to identify their occupation during the reference week, most respondents reported working in a sales and service occupation (48%), followed by business, finance and administrative (17%).



Industry

Respondents who had completed their post-secondary program and were employed at the time of the survey reported employment in a wide range of industries during the reference week. The largest single group of these employed respondents reported holding positions in the retail industry (25%).

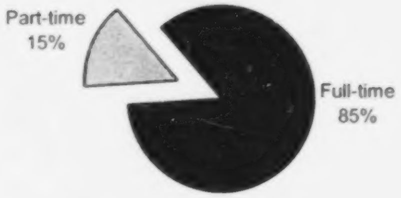
Type of Business, Industry or Service During Reference Week

	(n=86)	% of Respondents
Retail trade	22	25.2
Construction	8	9.3
Health care & social assistance	8	9.2
Administrative support, waste management/remediation	5	5.9
Accommodations, food services	5	5.7
Finance & insurance	3	3.2
Professional, scientific, technical services	2	2.5
Transportation & warehousing	2	2.3
Information & cultural industries	2	2.1
Other Mentions	8	9.3
NA/refused	21	25.3

Average Number of Hours Worked & Average Hourly Wage

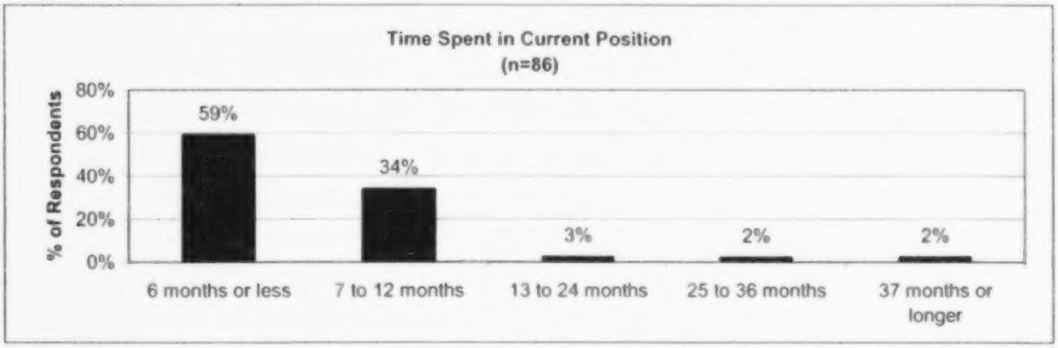
The majority of respondents (85%) who had completed their post-secondary studies and were employed at the time of the survey worked full-time hours and overall, they worked an average of 36.8 hours during the reference week. Hourly wages ranged from $5.00 to $20.00, with a mean of $9.21 an hour.

Number of Hours Worked
(n=86)



Length of Time Employed in Current Position

On average, these employed respondents had held their current position for a period of 5.2 months.



Relationship of Employment to Post-Secondary Studies

Respondents who had completed their post-secondary education appeared to have secured employment in jobs related to their post-secondary education. Overall, 62% of these respondents reported there was a direct relationship between their current job and their post-secondary training, 9% indicated there was an indirect relationship, and 28% felt they were not at all related.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents not working during the reference week, including those unemployed and those not in the labour force. Of this group, 77% were unemployed and 23% were not in the labour force.

Of those unemployed, 88% were looking for employment, while 22% were waiting for a recall after a layoff. Of those unemployed who were looking for employment, 81% were looking for full-time, 10% were looking for part-time, and 9% were looking for either.

The primary reasons cited by unemployed respondents for not working in the reference week were the inability to find a job related to training/experience (41%), waiting for recall to work after a layoff (22%), and no work available (11%). Of those not in the labour force, being a seasonal worker was mentioned most commonly (38%) as the reason for not working during the reference week.

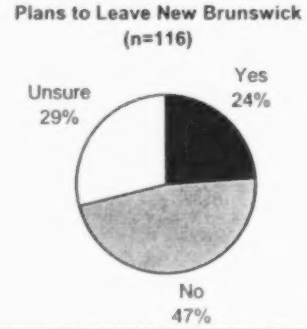
Reasons for Unemployment/Not In Labour Force

	Unemployed		Not in Labour Force	
	(n=27)	% of Respondents	(n=8)	% of Respondents
No work available	3	11.1	–	–
Waiting for recall to work after layoff	6	22.2	--	--
Inability to find job related to training/experience	11	40.7	1	12.5
Laid off/Fired/Quit	2	7.4	–	–
Receiving EI	2	7.4	1	12.5
Not being bilingual	1	3.8	--	–
Not working due to own illness or disability	--	--	1	12.5
Seasonal Worker	2	7.4	3	37.5
Not working due to personal/family responsibilities	--	--	1	12.5
Not looking for work	--	–	1	12.5

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Almost all (96%) of respondents who had completed their studies reported living in New Brunswick. Of these respondents, 24% anticipated leaving the province in the future. In addition, 47% said they did not expect to leave New Brunswick in the future and 29% were uncertain.



Of those who anticipated relocating, 27% said they planned on leaving within the next year, while 45% said they expected to leave within the next five years, 11% within the next five years, and 17% were unsure. Most frequently, respondents were motivated to leave the province to obtain better employment opportunities and wages (54%) or to travel (21%).

Reason for Leaving New Brunswick		
	(n=28)	% of Respondents
Better job opportunities	14	48.8
To travel/see other places	6	20.9
Personal/family reasons	2	6.7
Other Mentions	5	16.9
Don't know/not sure	2	6.7

Motivations for Leaving New Brunswick

The majority (80%) of those respondents in this group who had indicated they were no longer living in New Brunswick at the time of survey (n=5) said they had moved to take advantage of increased job opportunities outside of the province.

Reasons for Leaving New Brunswick		
	(n=5)	% of Respondents
More job opportunities outside the province	4	80.1
Family/personal reasons	1	20.3
Go to school	1	19.9
Make more money outside the province	1	20.1

Expectations for Returning to New Brunswick

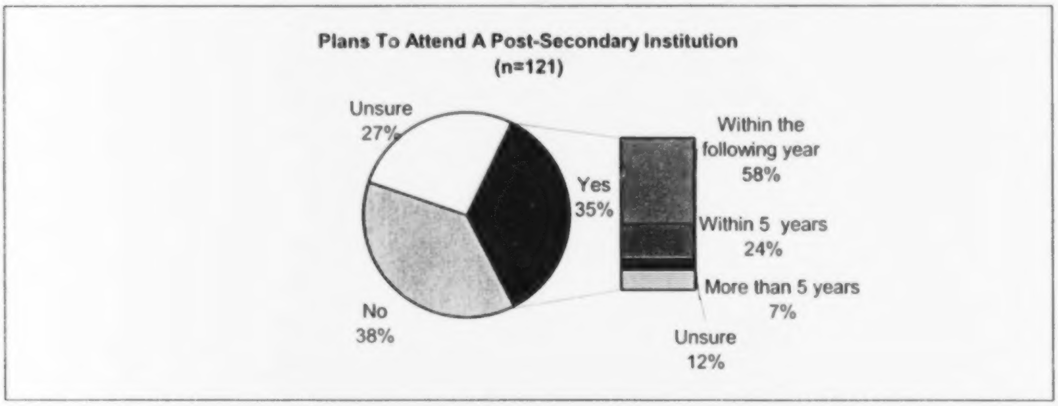
When those respondents who were residing outside the province at the time of the study (n=5) were asked whether they anticipated returning to the province in the future, 40% said they did expect to return, while 40% said they did not anticipate returning and 20% were unsure.

Of those who expected to return to the province (n=2), all expected to return within the next five years. Of those who did not anticipate returning to New Brunswick (n=3) , two cited better job opportunities outside New Brunswick, while one respondent was unsure why he/she would not be returning.

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, slightly more than one third of those who had already completed a post-secondary education indicated that they planned to return to school (35%), while 38% said they had no such plans, and 27% were unsure. Of those respondents who intended to pursue post-secondary education, 58% planned to go in the next year, while 31% planned to wait longer than a year



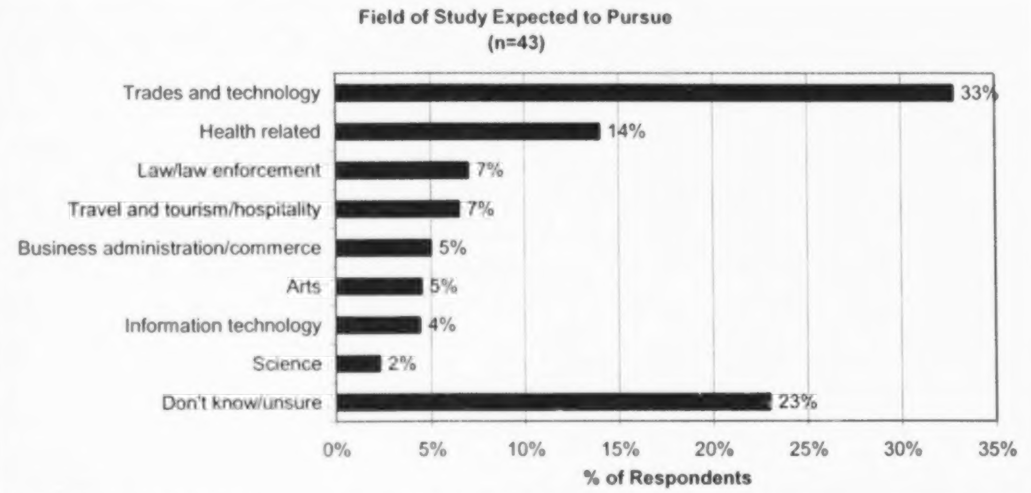
Motivations for Pursuing Education

The desire to get a better job or further career opportunities was by far the most frequently mentioned reason for planning to attend a post-secondary institution in the future (70%).

Reasons for Deciding to Attend a Post-Secondary Institution		
	(n=43)	% of Respondents
To get a better job/further career opportunities	30	69.5
To further education/better myself	10	23.5
Accepted in a program that you wanted	2	4.7
Will have significant resources	1	2.3

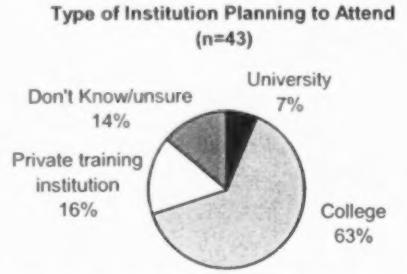
Field of Study

Respondents planned to pursue studies in a wide range of fields, with the most common fields being trades and technology (33%) and health related (14%).



Type of Institution

The majority of respondents planned on attending a community college (63%).



Name of Institution

The largest group of respondents who planned to return to post-secondary studies, mentioned New Brunswick Community College as their institution of choice (45%). The next largest group was unsure which post-secondary institution they planned on attending (41%).

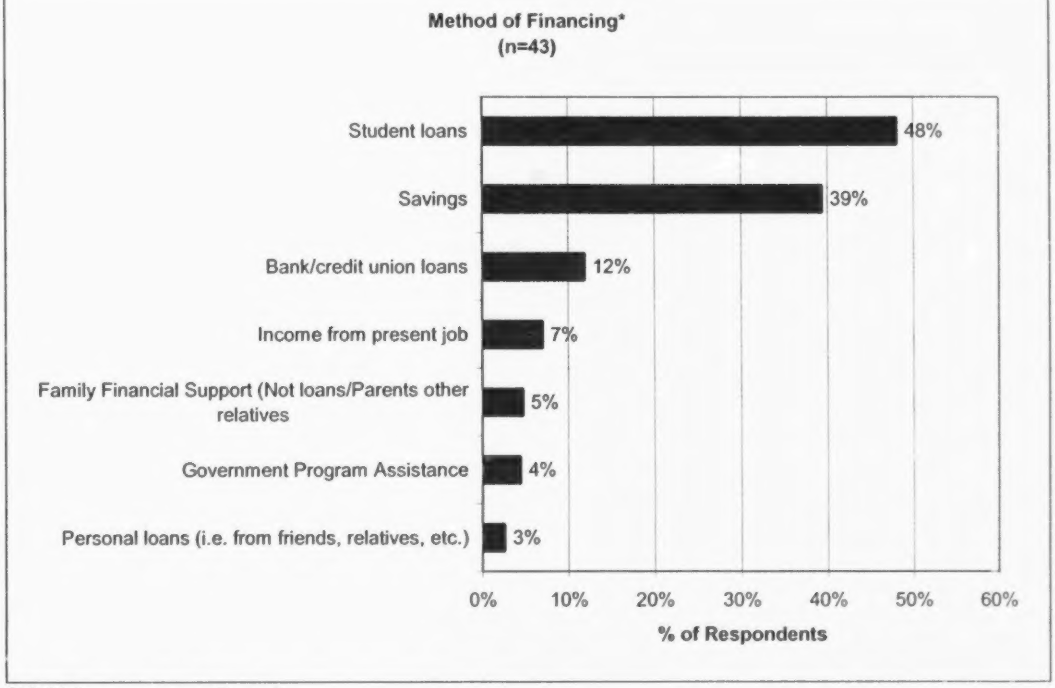
Name of Post-Secondary Institution		
	(n=43)	% of Respondents
New Brunswick Community College (NBCC/CCNB)	19	45.1
Université de Moncton	1	2.3
Other Mentions	5	11.6
Unsure	18	41.0

Location & Reasons for Leaving New Brunswick

Most of the respondents in this group who were planning on pursuing further post-secondary education planned on attending an institution in New Brunswick (89%). However, 11% (n=5) of this group planned to attend an institution outside the province. Reasons cited by these respondents for wanting to attend an institution outside the province included their program of interest not being offered within New Brunswick, program not being available in the preferred language, the feeling that programs are of higher quality outside the province, and the desire to move away from New Brunswick.

Source of Financing

Respondents who intended to pursue further studies most commonly planned on using student loans (48%) or savings (39%) to finance their education.



*Multiple responses allowed

6.0 Demographic Profile of Respondents

The majority (93%) of respondents surveyed in the francophone sector were 19 or 20 years of age at the time of the survey, with 55% of respondents being female and 45% being male. Though the vast majority of respondents in this Sector reported their mother tongue to be French (96%), 23% preferred to complete the survey in English.

The large majority of respondents (91%) had siblings (average number of siblings = 1.4), with respondents most commonly reporting having one (54%) or two (25%) siblings. While slightly less than half of the respondents (46%) were unsure of their household income, 32% reported a household income of $40,000 or greater.

More than one half of respondents (53%) had at least one parent/guardian who had completed at least some post-secondary education[45]. Overall, 44% of female guardians and 40% of male guardians had completed at least some post-secondary experience.

The following table presents the demographic profile of 2002 high school respondents from the francophone sector according to their post-secondary educational status at the time of survey – that is, those who had attended a post-secondary institution at any time since graduation ("Attended"), and those who had not ("Not yet attended").

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=936)	% of Respondents Who Had Not Yet Attended a P-S Institution (n=247)	% Total (n=1,183)
Age			
18 years	0.1	-	0.1
19 years	74.6	44.3	68.3
20 years	21.3	35.0	24.2
21 years	3.4	15.0	5.8
22 years or older	0.6	5.7	1.6
Gender			
Male	40.2	61.5	44.7
Female	59.8	38.5	55.3
Mother Tongue			
English	2.8	5.7	3.4
French	96.9	93.9	96.3
Both	0.2	0.4	0.2
Other	0.1	-	0.1
Language of Survey			
English	23.2	22.7	23.1
French	76.8	77.3	76.9
Education of Mother or Female Guardian			
Less than high school	12.1	21.9	14.1

Demographic Profile

	% of Respondents Who Attended a P-S Institution (n=936)	% of Respondents Who Had Not Yet Attended a P-S Institution (n=247)	% Total (n=1,183)
Completed high school	32.6	45.3	35.2
Some post-secondary education	4.2	2.0	3.7
Trades certificate or diploma	2.1	-	1.7
College certificate or diploma	18.0	9.3	16.2
University certificate or diploma below a bachelor's degree	3.6	1.2	3.1
University degree	22.0	6.9	18.8
Don't Know/unsure	5.4	13.4	7.2
Education of Father or Male Guardian			
Less than high school	19.4	37.8	23.2
Completed high school	28.0	28.0	28.0
Some post-secondary education	3.0	1.2	2.6
Trades certificate or diploma	3.7	1.6	3.3
College certificate or diploma	17.2	7.3	15.1
University certificate or diploma below a bachelor's degree	2.0	0.8	1.8
University degree	20.4	4.1	17.0
Don't Know/unsure	6.3	19.2	9.0
Household Income			
Under $10,000 per year	0.7	1.2	0.8
$10,000 to $19,999 per year	3.5	5.7	4.0
$20,000 to $39,999 per year	13.8	10.9	13.2
$40,000 to $59,999 per year	18.4	8.5	16.3
Over $60,000 per year	18.2	6.5	15.7
No response/refused	3.3	5.7	3.8
Don't Know/unsure	42.1	61.5	46.2
Number of Siblings			
None	9.0	11.4	9.5
One	55.3	49.8	54.1
Two	24.7	25.3	24.8
Three	7.8	9.8	8.2
Four or more	3.2	3.7	3.4
Special Populations			
Landed immigrant in Canada	0.3	0.8	0.4
Visible minority	1.1	0.4	0.9
Person with a disability	0.7	1.2	0.8
Non-permanent resident of Canada	0.1	0.8	0.3
Aboriginal person	1.9	3.7	2.3

Indicates a significant difference at the 90% confidence level.

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District 1 - Dieppe

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 1- Dieppe, one of the francophone districts of the province.

Of the 476 individuals who graduated from high schools in district 1 in June 2002, 234 were interviewed for this study[46].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (98%) of respondents from district 1 completed all of their high school years in New Brunswick and most (80%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Seven in ten (70%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (90%), earning spending money was the primary motivation for working at that time. Respondents from district 1 who were employed during their high school years reported working an average of 16.4 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (89%).

Almost all respondents (98%) from district 1 had attended a high school where at least one type of career development activity or program was available to them and almost three-quarters (73%) of all respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (72%), followed by other career development activities (49%), and co-op/work experience programs (26%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (83%) had the most influence[47] on the participants' decision of whether to pursue post-secondary studies. Career development activities had less influence (career days/fairs/ workshops (38%) and other career related activities (36%)).

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[46] This sample size provides a margin of error of ±4.6% at the 95% confidence level, or 19 times out of 20.
[47] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, more than three-quarters (76%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 15% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 3% had intended to go to work and had no intentions of pursuing post-secondary studies, 1% had expected to travel and the remaining 5% were unsure. At the time of the study, 86% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'/guardians'[48] expectations had been for their post-secondary activities. The majority (63%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Approximately one-third (34%) of respondents felt that their parents had held no post-secondary expectations but rather left the decision to them. The remaining 3% of respondents indicated that their parents had expected them to go to work after graduation from high school and pursue post-secondary studies at a later time.

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation. Based on the responses, personal interests appeared to play the most significant role in respondents' path following high school (94%)[49]. Second to this, the expectation of obtaining a job if they pursued a certain post-secondary program (77%), a creative ability or talent (67%), and the success (68%) or enjoyment (66%) of a particular high school course were important factors in their decision-making process. Respondents were less influenced in their decision-making by the cost of furthering their education (57%), the course or mark requirements for different programs (57%), and the language of instruction at an institution (51%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (79%) and teachers (61%) had the greatest influence[50] on respondents' decisions, followed by friends/peers (51%), a role model (48%), and guidance counselors (37%). Respondents were not as influenced by university or college representatives (34%), other relatives (30%), and government representatives (12%).

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[48] Parent: Includes parent/guardian throughout this report.
[49] Influence: Includes "a lot of impact" or "some impact".
[4] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Over half (56%) of district 1 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 80% felt that high school provided them with the kind of academic preparation they needed to pursue such endeavors. In addition, 73% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills, necessary to pursue post-secondary education or training. Overall, 72% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Two-thirds of district 1 respondents (67%) felt they had received the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (59%) cited guidance counselors as a primary source of information on post-secondary options and other career-related information during their high school years. To a lesser extent, respondents identified parents/ guardians (20%), teachers (18%), university/ college representatives (10%) and friends/peers (10%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 83% of district 1 respondents (n=195) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, three-quarters (76%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less-than-one year program) at the time of survey. A further 18% were currently in the process of completing their first year of studies at the time of the survey.

Respondents who had attended a university or private training institution reported a higher completion rate of their first year (84% and 79% respectively) followed by those who had attended a community college (57%). However, it should be noted that 33% of respondents who attended a community college, 16% of respondents who attended a private training institution, and 13% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 1 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (65% or n=151);
- respondents who had not yet attended a post-secondary institution (17% or n=39);
- respondents who had attended a post-secondary institution and discontinued studies (7% or n=19); and
- respondents who had attended a post-secondary institution and fully completed their program (11% or n=25).

Graduate Mobility

Overall, the vast majority of respondents from district 1 (95%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 64% had remained to attend an educational institution, while 36% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 30% were unsure, 40% indicated they would leave, and 30% said they were unlikely to leave.

Of those who have migrated outside the province (n=11), 82% had relocated to attend an educational institution, while 18% had moved to travel or find employment. When asked if they were likely to return to New Brunswick, 46% were unsure, 36% indicated they would return, and 18% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 65% of respondents from district 1 were engaged in post-secondary studies.

Almost three-quarters (74%) of respondents who were pursuing post-secondary education were attending a university, 21% were attending a community college and the remaining 5% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (23%) or business administration/commerce (18%). Furthermore, of this group of respondents, nearly all (94%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (57%) or a diploma (33%). The remaining respondents said that they would receive a certificate (9%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently said that they were aiming to complete a Bachelor's degree (32%), while a further 23% said they intended to attain a Master's degree, 9% planned to earn a PhD/Doctorate and 9% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the location of the institution (83%) was the factor with the greatest influence[51] on the respondents' decision concerning their current choice of post-secondary institution. Second to this, respondents cited family influence and support (80%) and the availability of a desired program (74%) as important factors. The factors that appeared to have had the least influence on respondents' choice of an institution were the size of the institution (27%), being offered a scholarship by the institution (21%), and not being accepted by their first choice of institution (9%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods were personal savings (41%) and family financial support (41%).

Confidence in Securing Employment in New Brunswick

All district 1 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Over three-quarters (79%) of respondents felt confident[52] that they would be able to find employment in their field of study in New Brunswick after they had finished their post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 35% of district 1 respondents (n=83) were *not* attending a post-secondary institution at the time of the study. Although not attending at that time, 53% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had engaged in some type of post-secondary education, 57% reported successfully completing their entire program of study and 43% reported discontinuing their studies.

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[51] Influence: Includes "a lot of impact" or "some impact"

[52] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 94% (n=78) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 6% (n=5) were not. Of those respondents in the labour force, 81% were employed and 19% were unemployed.

Employed respondents reported working an average of 35.9 hours during the reference week and earning an average hourly wage of $9.28. In addition, employed respondents most often reported working in sales and service (52%) or business, finance, and administrative (22%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=39) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness on a career appeared to be the factor with the greatest influence[53] on these respondents' decision (67%), followed by financial issues (61%) and being employed at that time (43%). Less influential factors included being wait-listed for a limited enrollment program (18%), the desired program not being available in one's area (15%) and not having a program of interest available in their language of choice (8%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=19) were asked why they had made this decision. Most frequently, respondents reported that the program was not what they had expected (37%) or that they had lost interest in the program (26%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 80% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 95% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 36% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[53] Influence: Includes "major impact" or "minor impact".

District 2 - Moncton

1.0 Overview

New Brunswick is divided into 14 school districts: anglophone districts and five francophone districts. This report highlights the key findings for district 2 – Moncton, one of the anglophone districts of the province.

Of the 1071 individuals who graduated from high schools in district 2 in June 2002, 603 were interviewed for this study[54].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (96%) of respondents from district 2 completed all of their high school years in New Brunswick and most (80%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Two-thirds (67%) of respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (88%) earning spending money was their primary motivation for working at that time. Respondents from district 2 who were employed during their high school years reported working an average of 17.9 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (81%).

Almost all respondents (99%) from district 2 had attended a high school where at least one type of career development activity or program was available to them and over three-quarters (80%) of all respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such programs, involvement was greatest in career days/fairs/workshops (74%), followed by other career development activities (43%), co-op/work experience programs (39%) and youth apprenticeship programs (11%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (68%) had the most influence[55] on the participants' decision of whether to pursue post-secondary studies. Youth apprenticeship programs (58%) and career development activities has less influence (other career related activities (57%) and career days/fairs/workshops (49%)).

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[54] This sample size provides a margin of error of ±2.6% at the 95% confidence level, or 19 times out of 20.

[55] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, nearly two-thirds (65%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 26% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 5% had intended to go to work and had no intentions of pursuing post-secondary studies, 1% had expected to travel or join the military and the remaining 3% were unsure. At the time of the study, 81% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[56] expectations had been for their post-secondary activities. Over half (55%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Nearly four in ten (37%) respondents felt that their parents had held no post-secondary expectations for them but rather left it up to the respondents to decide. Furthermore, 7% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%) or to go to work first and pursue post-secondary studies at a later time (6%). The remaining 1% of respondents were unsure of their parents' expectations, or felt they had expected them to travel after completing high school.

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (92%)[57]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (75%) and enjoyment of a particular course at high school (75%) were important factors in the decision making process. Respondents were less influenced by the cost of further education (58%), family and/or community ties (56%), the course or mark requirements for different programs (50%), and the choice of language of instruction at an institution (43%).

In addition, respondents were asked to rate the influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (80%) and teachers (67%) had the greatest influence[58] on their decisions, followed by friends and peers (52%), role models (49%), and guidance counselors (46%). Respondents were not as influenced by university or college representatives (33%), other relatives (31%), and government representatives (7%).

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[56] Parent: Includes parent/guardian throughout this report.
[57] Influence: Includes "a lot of impact" or "some impact".
[58] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Over half (57%) of district 2 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 79% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 73% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 73% of respondents felt that their high school years provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over four in five respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (62%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (33%), parents/guardians (19%), and university or college representatives (15%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 74% of district 2 respondents (n=446) had attended a post-secondary institution at some point since graduation from high school in June 2002. Of these respondents, over seven in ten respondents (74%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 20% were currently in the process of completing their first year of studies at the time of survey.

Respondents who had attended a university reported the highest completion rate of their first year (80%), followed by respondents who attended a community college (64%), and those who attended a private training institution (59%). However, it should be noted that 39% of respondents who attended a private training institution, 24% of respondents who attended a community college, and 15% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 2 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (58% or n=350);
- respondents who had not yet attended a post-secondary institution (26% or n=157);
- respondents who had attended a post-secondary institution and discontinued studies (8% or n=48); and
- respondents who had attended a post-secondary institution and fully completed their program (8% or n=48).

Graduate Mobility

Overall, the majority of respondents from district 2 (80%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 50% had remained to attend an educational institution, while 50% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick, 39% said they would leave, 38% indicated they would not leave, and 23% were unsure.

Of those who had migrated outside the province (n=121), 95% had relocated to attend an educational institution, while 5% had moved for family or personal reasons, or to take advantage of more job opportunities outside the province. When asked if they were likely to return to New Brunswick, 23% said they were unlikely to return, 49% indicated they would return, and 28% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 58% of respondents from district 2 were engaged in post-secondary studies.

Nearly three-quarters (72%) of respondents who were pursuing post-secondary education were attending a university, 19% were attending a community college and the remaining 9% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (33%), business administration/commerce (19%), or science (16%). Furthermore, of this group of respondents, the majority (68%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (72%) or a diploma (18%). The remaining respondents said that they would receive a certificate (9%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Master's degree (25%), while a further 22% said they intended to attain a Bachelor's degree, 9% planned to earn a PhD/Doctorate and a further 8% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the reputation of an institution or program was the factor with the greatest influence[59] on the respondents' decision concerning their current choice of post-secondary institution (82%). Second to this, respondents cited the availability of a desired program (80%), family influence and support (71%), the location of the institution (68%), and language of instruction (67%) as important factors. The factor that had the *least* amount of influence on the respondents' decision was not being accepted by a first choice of institution, with only 8% of respondents reporting that it had an impact on their decision. Having contact with a recruiter representing the institution (41%), the extracurricular activities available (36%), the availability of work terms/co-op programs (34%) and being offered a scholarship by the institution (30%) were other factors that had a lesser amount of influence on their decision.

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included family financial support (42%), student loans (39%) and personal savings (35%).

Confidence in Securing Employment in New Brunswick

All district 2 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (84%) felt confident[60] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education if so desired.

5.0 The Employment Experience

Overall, 42% of district 2 respondents (n=253) were *not* attending a post-secondary institution at the time of the study. Although not attending at the time, 38% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 50% reported successfully completing the entire program and 50% reported discontinuing their studies.

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[59] Influence: Includes "a lot of impact" or "some impact"

[60] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 93% (n=234) of all high school respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 7% (n=19) were not. Of those respondents in the labour force, 81% were employed and 19% were unemployed.

Employed respondents reported working an average of 36.4 hours during the reference week and earning an average hourly wage of $8.40. In addition, employed respondents most often reported working in sales and service (53%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=157) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness on a career appeared to be the factor with the greatest influence[61] on these respondents' decision (59%), followed by financial issues (57%), a need to upgrade high school marks to meet entrance requirements (47%), and being currently employed (40%). Factors that had little influence on their decision included a lack of interest in post-secondary education (32%), a desired program not being available in your area (28%), being wait-listed for a limited enrollment program (15%), and program not being available in a preferred language (9%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=48) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break in studies, rather than discontinued (35%), they had lost interest in the program (29%), or that they were undecided on a career path (10%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 73% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 86% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 40% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[61] Influence: Includes "major impact" or "minor impact".

District 3: Grand-Sault

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 3 – Grand-Sault, one of the francophone districts of the province.

Of the 619 individuals who graduated from high schools in district 3 in June 2002, 274 were interviewed for this study[62].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (98%) of respondents from district 3 completed all of their high school years in New Brunswick and the majority (81%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Nearly seven in ten (69%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (82%) earning spending money was their primary motivation for working at that time. Respondents from district 3 who were employed during their high school years reported working an average of 17 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (88%).

Almost all respondents (92%) from district 3 had attended a high school where at least one type of career development activity or program was available to them and nearly two-thirds (63%) of all respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such programs or activities, involvement was greatest in career days/fairs/workshops (61%), followed by other career development activities (51%) and co-op/work experience programs (27%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (63%) had the most influence[63] on the participants' decision of whether to pursue post-secondary studies. Career development activities had less influence (career days/fairs/workshops (49%) and other career related activities (44%)).

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[62] This sample size provides a margin of error of ±4.4% at the 95% confidence level, or 19 times out of 20.

[63] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, nearly four in five (78%) respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 15% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 6% had intended to go to work and had no intentions of pursuing post-secondary studies, and 1% was unsure. At the time of the study, 88% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[64] expectations had been for their post-secondary activities. The majority (70%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. One-quarter (25%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 5% of respondents indicated that their parents had expected them to go to work after graduation from high school (2%) or to go to work first and pursue post-secondary studies at a later time (3%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (84%)[65]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (71%), a creative ability or talent (63%), enjoyment of the school/academic environment (59%), and choice of language of instruction (58%) were the top factors in the decision making process. Respondents were slightly less influenced by the course or mark requirements for different programs (54%), the cost of further education (53%), and the expectation of financial rewards (50%), and family/community ties (45%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (72%) and teachers (53%) had the greatest influence[66] on their decisions, followed by friends/peers (42%), and a guidance counselor (40%).

Preparation for Future Endeavors

The majority (74%) of district 3 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 89% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 87% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 82% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

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[64] Parent: Includes parent/guardian throughout this report.
[65] Influence: Includes "a lot of impact" or "some impact".
[66] Influence: Includes "a lot of impact" or "some impact".

Nearly three-quarters of respondents (73%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The vast majority of respondents (70%) cited guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 80% of district 3 respondents (n=218) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, over eight in ten respondents (84%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of the survey. A further 9% were in the process of completing their first year of studies at the time of the survey.

Respondents who had attended a university reported a higher completion rate of their first year (87%) as compared to those who attended a private training institution (78%) or community college (77%). However, it should be noted that 11% of respondents who attended a community college, 9% of respondents who attended a university, and 6% of respondents who attended a private training institution were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 3 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (61% or n=167);
- respondents who had not yet attended a post-secondary institution (20% or n=56);
- respondents who had attended a post-secondary institution and discontinued studies (9% or n=25); and
- respondents who had attended a post-secondary institution and fully completed their program (10% or n=26).

Graduate Mobility

Overall, the vast majority of respondents from district 3 (89%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 58% had remained to attend an educational institution, while 42% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick, 31% said they would leave, 45% indicated they would not leave, and 24% were unsure.

Of those who had migrated outside the province (n=31), 84% had relocated to attend an educational institution, while 16% had moved for other reasons. When asked if they were likely to return to New Brunswick, 39% said they were unlikely to return, 29% indicated they would return, and 32% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 61% of respondents from district 3 were engaged in post-secondary studies.

Slightly less than three-quarters (70%) of respondents who were pursuing post-secondary education were attending a university, 26% were attending a community college and the remaining 4% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of business administration/commerce (22%), science (18%), or education (17%). Furthermore, of this group of respondents, the majority (84%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (47%) or a diploma (46%). The remaining respondents said that they would receive a certificate (6%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently said that they were aiming to complete a Bachelor's degree (32%), while 17% said they intended to attain a Master's degree, and 16% planned to complete a PhD/Doctorate (8%) or professional designation (8%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that instruction in a preferred language was the factor with the greatest influence[67] on the respondents' decision concerning their current choice of post-secondary institution (83%). Following this, respondents cited the availability of a desired program (75%) and family influence/support (65%) as important factors. The factors that were reported as having the *least* amount of influence on the respondents' decision were the size of the institution (28%), contact with a recruiter (28%), and not being accepted by a first choice of institution (7%).

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[67] Influence: Includes "a lot of impact" or "some impact"

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included student loans (48%), savings (25%), and family financial support (24%).

Confidence in Securing Employment in New Brunswick

All district 3 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (83%) felt confident[68] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 39% of district 3 respondents (n=107) were *not* attending a post-secondary institution at the time of the study. Although not currently attending, 48% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 51% reported successfully completing the entire program and 49% reported discontinuing their studies.

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 93% (n=99) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 7% (n=8) were not. Of those respondents in the labour force, 80% were employed and 20% were unemployed.

Employed respondents reported working an average of 39.4 hours during the reference week and earning an average hourly wage of $9.34. In addition, employed respondents most often reported working in sales and service (58%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=56) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Financial issues appeared to be the factor with the greatest influence[69] on these respondents' decision (61%), followed by indecisiveness about a career (45%), and being currently employed (39%).

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[68] Confidence: Includes "very confident" or "somewhat confident".

[69] Influence: Includes "major impact" or "minor impact".

Less influential factors included a choice program being unavailable in one's area (18%) or in a preferred language (12%), and being wait-listed for a limited enrollment program (3%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=25) were asked why they had made this decision. Most frequently, respondents reported that the program was not what they had expected (36%) or that they had experienced program difficulty or academic failure (20%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 57% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 80% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 23% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

District 5: Campbellton

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 5 – Campbellton, one of the francophone districts of the province.

Of the 472 individuals who graduated from high schools in district 5 in June 2002, 186 were interviewed for this study[70].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (99%) of respondents from district 5 completed all of their high school years in New Brunswick and most (82%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than six in ten (62%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (91%), earning spending money was their primary motivation for working at that time. Respondents from district 5 who were employed during their high school years reported working an average of 17.2 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (86%).

Almost all respondents (95%) from district 5 had attended a high school where at least one type of career development activity or program was available to them and nearly three-quarters (72%) of all respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (72%), followed by other career development activities (67%) and co-op / work experience programs (18%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (75%) had the most influence[71] on the participants' decision of whether to pursue post-secondary studies. Career development activities had less influence (career days/fairs/workshops (47%) and other career related activities (46%)).

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[70] This sample size provides a margin of error of ±5.6% at the 95% confidence level, or 19 times out of 20.

[71] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, four in five (79%) respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 14% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, 1% had expected to travel or join the military and the remaining 2% were unsure. At the time of the study, 89% of all respondents who during high school had had clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[72] expectations had been for their post-secondary activities. Over six in ten (64%) respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Three in ten (30%) respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 6% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%) or to go to work first and pursue post-secondary studies at a later time (5%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (91%)[73]. Furthermore, the expectation of obtaining a job by pursuing a certain post-secondary program (78%), enjoyment of a particular course at high school (70%) and the expectation of financial rewards (70%) were also important factors in the decision making process. Respondents were less influenced by family and/or community ties (56%), the cost of further education (50%), and the course or mark requirements for different programs (48%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (76%) and teachers (53%) had the greatest influence[74] on their decisions, followed by friends and peers (51%), guidance counselors (48%), and role models (44%). Respondents were less influenced by brothers or sisters (38%), university or college representatives (38%), other relatives (25%), and government representatives (11%).

Preparation for Future Endeavors

A majority (76%) of district 5 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 90% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 87% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 76% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

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[72] Parent: Includes parent/guardian throughout this report.

[73] Influence: Includes "a lot of impact" or "some impact".

[74] Influence: Includes "a lot of impact" or "some impact".

Nearly three-quarters of respondents (73%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (65%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified parents/guardians (19%), teachers (13%), and friends/peers (10%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 84% of district 5 respondents (n=157) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, seven in ten respondents (70%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 20% were currently in the process of completing their first year of studies at survey time.

Respondents who had attended a university reported a higher completion rate of their first year (92%) followed by those who attended a community college (46%) or private training institution (45%). However, it should be noted that 55% of respondents who attended a private training institution, 37% of respondents who attended a community college, and 3% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 5 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (66% or n=122);
- respondents who had not yet attended a post-secondary institution (16% or n=29);
- respondents who had attended a post-secondary institution and discontinued studies (12% or n=22); and
- respondents who had attended a post-secondary institution and fully completed their program (6% or n=13).

Graduate Mobility

Overall, the vast majority of respondents from district 5 (88%) still resided in New Brunswick at the time of the survey. Of those who had remained inside the province, 65% had remained to attend an educational institution, while 35% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick, 31% said they would leave, 41% indicated they would not leave, and 28% were unsure.

Of those who had migrated outside the province (n=22), 73% had relocated to attend an educational institution, while 27% had moved for family or personal reasons, to travel, or to take advantage of employment, money, and educational opportunities outside the province (n=1 each). When asked if they were likely to return to New Brunswick, 41% said they were unlikely to return, 32% indicated they would return, and 27% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 66% of respondents from district 5 were engaged in post-secondary studies.

Over half (57%) of the respondents who were pursuing post-secondary education were attending a university, 38% were attending a community college and the remaining 5% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of education (16%), arts (16%), or health (16%). Furthermore, of this group of respondents, the majority (87%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

A majority of respondents who were pursuing post-secondary education at the time of the study were working towards a diploma (48%) or a degree (44%). The remaining respondents said that they would receive a certificate (6%) or another type of designation (2%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (25%), 24% said they intended to attain a Master's degree, 7% planned to earn a PhD/Doctorate and a further 6% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the availability of desired program was the factor with the greatest influence[75] on the respondents' decision concerning their current choice of post-secondary institution (79%). Second to this, respondents cited the language of instruction (74%), family influence and support (70%), and the reputation of the institution or program (68%) as important factors. The factors that appeared to have the *least* influence on the respondents' decision of a post-secondary institution were contact with a recruiter representing the institution (30%), the size of the institution (29%), and not being accepted by a first choice institution (8%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included student loans (48%) and family financial support (35%).

Confidence in Securing Employment in New Brunswick

All district 5 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (84%) felt confident[76] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 34% of district 5 respondents (n=64) were *not* attending a post-secondary institution at the time of the study. Although not attending at the time of the survey, 55% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 37% reported successfully completing the entire program and 63% reported discontinuing their studies.

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 88% (n=56) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 12% (n=8) were not. Of those respondents in the labour force, 75% were employed and 25% were unemployed.

Employed respondents reported working an average of 34.4 hours during the reference week and earning an average hourly wage of $7.67. In addition, employed respondents most often reported working in sales and service (62%) occupations.

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[75] Influence: Includes "a lot of impact" or "some impact"

[76] Confidence: Includes "very confident" or "somewhat confident".

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=29) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career appeared to be the factor with the greatest influence[77] on these respondents' decision (52%), followed by a need to upgrade high school marks to meet entrance requirements (34%), financial issues (31%) and personal or family reasons (31%). Factors that had little influence on their decision included a desired program not being available in a preferred language (7%), lack of interest in post-secondary education (7%), and being wait-listed for a limited enrollment program (3%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=22) were asked why they had made this decision. Most frequently, respondents reported that the program was not what they had expected (32%) or that they had experienced program difficulty or academic failure (18%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 69% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 96% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 46% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[77] Influence: Includes "major impact" or "minor impact".

District 6: Rothesay

1.0 Overview

New Brunswick is divided into 14 school districts, including nine anglophone and five francophone districts. This report highlights the key findings for district 6 – Rothesay, one of the anglophone districts in the province.

Of the 825 individuals who graduated from high schools in district 6 in June 2002, 430 were interviewed for this study[78].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (98%) of respondents from district 6 completed all of their high school years in New Brunswick and the majority (85%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Approximately two-thirds (64%) of respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (85%) earning spending money was their primary motivation for working at that time. Respondents from district 6 who were employed during their high school years reported working an average of 17.3 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (76%).

Almost all respondents (99%) from district 6 attended a high school where at least one type of career development activity or program was available to them and 80% of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (77%), followed by other career development activities (43%), co-op/work experience programs (20%), and youth apprenticeship programs (11%). It appeared that career development programs had significant influence on participants' decisions; co-op education/work experience programs (68%) had the most influence[79] on the respondents' decision of whether to pursue post-secondary studies. Career development activities (other career related activities (54%) and career days/fairs/workshops (52%)) and youth apprenticeship programs (43%) had less influence.

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[78] This sample size provides a margin of error of ±3.3% at the 95% confidence level, or 19 times out of 20.
[79] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, two-thirds (66%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 22% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 5% had intended to go to work and had no intentions of pursuing post-secondary studies, 2% had other plans, and 5% were unsure. At the time of the study, 82% of all respondents who during high school had had clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[80] expectations had been for their post-secondary activities. The majority (60%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Slightly less than one-third (31%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 9% of respondents indicated that their parents had expected them to go to work after graduation from high school (2%), or to go to work first and pursue post-secondary studies at a later time (7%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (94%)[81]. Following this, the expectation of obtaining a job by pursuing a certain post-secondary program (79%), the expectation of financial rewards (71%), and enjoyment of a particular course at high school (69%) were important factors in the decision. Factors that played a less prominent role in the decision included family and/or community ties (57%), the course and mark requirements for different programs (56%), and the choice of language of instruction at an institution (36%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (84%) had the greatest influence[82] on their decisions, followed by teachers (66%), and friends/peers (54%). University or college representatives (39%), brothers or sisters (32%), relatives (other than siblings and parents) (26%), and government representatives / counselors (10%) had the least amount of influence on respondents' pursuits after graduation.

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[80] Parent: Includes parent/guardian throughout this report.
[81] Influence: Includes "a lot of impact" or "some impact".
[82] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Six in ten (60%) district 6 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 79% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 71% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 74% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (81%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (55%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (25%) and parents/guardians (20%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 73% of district 6 respondents (n=316) had attended a post-secondary institution at any time since graduation from high school in June 2002. Of these respondents, over three-quarters (79%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 16% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (88%), followed by respondents who attended a private training institution (65%), and those who attended a community college (56%). However, it should be noted that 32% of respondents who attended community college, 16% of respondents who attended a private training institution, and 10% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 6 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (60% or n=256);
- respondents who had not yet attended a post-secondary institution (27% or n=114);
- respondents who had attended a post-secondary institution and discontinued studies (8% or n=35); and
- respondents who had attended a post-secondary institution and fully completed their program (5% or n=25).

Graduate Mobility

Overall, a majority (83%) of district 6 respondents resided in New Brunswick at the time of the survey. Of those who had remained inside the province, 54% had remained to attend an educational institution, while 46% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 24% were unsure, 44% indicated they would leave, and 32% said they were unlikely to leave.

Of those who had migrated outside the province, 85% had relocated to attend an educational institution, while 15% had moved for family/personal reasons, to take advantage of more job and money opportunities outside the province, or to travel. When asked if they were likely to return to New Brunswick, 32% were unsure, 42% indicated they would return, and 26% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 60% of respondents from district 6 were engaged in post-secondary studies (n=256).

Over three-quarters (76%) of respondents who were pursuing post-secondary education were attending a university, 20% were attending a community college and the remaining 4% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of arts (32%), science (18%), and business administration/commerce (15%). Furthermore, of this group of respondents, the majority (76%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

A majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (74%). The remaining respondents said that they would receive a diploma (15%), or certificate (11%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (23%), while 22% said they intended to attain a Master's degree, and a further 14% planned to pursue a professional designation (9%) or PhD/Doctorate (5%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that family influence and support was the factor with the greatest influence[83] on the respondents' decision concerning their current choice of post-secondary institution (75%). Second to this, respondents cited the reputation of the institution or program (72%), the availability of their desired program (72%) and a location near one's hometown (67%) as important factors. The factors that were least cited as having had influence on the respondents' decision were being offered a scholarship from the institution (38%), contact with a recruiter representing the institution (34%), the availability of work terms/co-op programs (32%), the extracurricular activities available at the institution (31%), and not being accepted by their first choice of institution (3%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, they most commonly indicated they were financing their education through family financial support (45%), followed by personal savings (35%), student loans (33%), and income from a current job (22%).

Confidence in Securing Employment in New Brunswick

All district 6 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Over eight in ten respondents (81%) felt confident[84] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if they so desired.

5.0 The Employment Experience

Overall, 40% of district 6 respondents (n=174) were *not* attending a post-secondary institution at the time of the study. Although not attending at the time of survey, 34% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 42% reported successfully completing the entire program and 58% reported discontinuing their studies.

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[83] Influence: Includes "a lot of impact" or "some impact"

[84] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 91% (n=159) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% (n=15) were not. Of those respondents in the labour force, 81% were employed and 19% were unemployed.

Employed respondents reported working an average of 36.6 hours during the reference week and earning an average hourly wage of $8.61. in addition, employed respondents most often reported working in sales and service (47%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=114) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness on a career (58%) appeared to be the factor with the greatest influence[85] on these respondents' decision, in addition to financial issues (56%) and being currently employed (46%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (25%) and not having a program of interest available in their language of choice (13%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=35) were asked why they had made this decision. Most frequently, respondents reported that the program was not what they had expected (23%), they had taken a break from rather than discontinued studies (23%), or they had lost interest in the program (20%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 80% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 89% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 60% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education or training.

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[85] Influence: Includes "major impact" or "minor impact".

District 8: Saint John

1.0 Overview

New Brunswick is divided into 14 school districts, including nine anglophone and five francophone districts. This report highlights the key findings for district 8 – Saint John, one of the anglophone districts of the province.

Of the 827 individuals who graduated from high schools in district 8 in June 2002, 386 were interviewed for this study[86].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

A large majority (96%) of respondents from district 8 completed all of their high school years in New Brunswick and most (87%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Seven in ten (71%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (92%) earning spending money was their primary motivation for working at that time. Respondents from district 8 who were employed during their high school years reported working an average of 17.7 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (83%).

Almost all respondents (99%) from district 8 had attended a high school where at least one type of career development activity or program was available to them and more than eight in ten (82%) respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such programs or activities, involvement was greatest in career days/fairs/workshops (76%), followed by other career development activities (40%), co-op/work experience programs (36%), and youth apprenticeship programs (9%). It appeared that career development programs had significant influence on participants' decisions; co-op education/work experience programs (75%) had the most influence[87] on the respondents' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship programs (68%). Career development activities had less influence (other career related activities (57%) and career days/fairs/workshops (47%)).

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[86] This sample size provides a margin of error of ±3.6% at the 95% confidence level, or 19 times out of 20.

[87] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, more than two-thirds (68%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 24% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, 1% had other plans and the remaining 3% was unsure. At the time of the study, 80% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[88] expectations had been for their post-secondary activities. The majority (60%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Nearly one-third (32%) of respondents felt that their parents had held no post-secondary expectations for them, but rather left the decision to them. The remaining 8% of respondents indicated that their parents had expected them to go to work after graduation from high school (2%), to go to work first and pursue post-secondary studies at a later time (6%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (91%)[89]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (81%), the expectation of financial rewards (73%), and enjoyment of a particular course in high school (69%) were important factors in the decision making process. Respondents were less concerned with the cost of further education (63%), family or community ties (59%), the course or mark requirements for different programs (56%), and the choice of language of instruction at an institution (35%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (81%) and teachers (66%) had the greatest influence[90] on their decisions, followed by a guidance counselor (52%) and friends/peers (51%). University or college representatives (32%), relatives (other than siblings and parents) (30%), and government representative/ counselors (10%) had the least amount of influence on respondents' pursuits after graduation.

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[88] Parent: Includes parent/guardian throughout this report.

[89] Influence: Includes "a lot of impact" or "some impact".

[90] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

A majority (62%) of district 8 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 86% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 76% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills, necessary to pursue post-secondary education or training. Overall, 73% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (63%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (23%), parents/guardians (22%), university/ college representatives (12%) and brothers or sisters (7%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 72% of district 8 respondents (n=278) had attended a post-secondary institution at any time since graduation from high school in June 2002. Of these respondents, nearly three-quarters (73%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 16% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (85%), followed by respondents who attended a private training institution (50%), and those who attended a community college (48%). However, it should be noted that 46% of respondents who attended a private training institution, 29% of respondents who attended a community college, and 8% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 8 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (54% or n=208);
- respondents who had not yet attended a post-secondary institution (28% or n=108);
- respondents who had attended a post-secondary institution and discontinued studies (11% or n=43); and
- respondents who had attended a post-secondary institution and fully completed their program (7% or n=27).

Graduate Mobility

Overall, the vast majority of respondents from district 8 (91%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 51% had remained to attend an educational institution, while 49% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 23% were unsure, 39% indicated they would leave, and 38% said they were unlikely to leave.

Of those who have migrated outside the province (n=34), 88% had relocated to attend an educational institution, while 12% had moved for family or personal reasons, or to take advantage of more job and money opportunities outside the province. When asked if they were likely to return to New Brunswick, 33% were unsure, 52% indicated they would return, and 15% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 54% of respondents from district 8 were engaged in post-secondary studies (n=208).

Slightly less than eight in ten (78%) respondents who were pursuing post-secondary education were attending a university, 16% were attending a community college and the remaining 6% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of arts (39%), science (22%), or business administration/commerce (14%). Furthermore, of this group of respondents, the majority (86%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

A majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (77%) or a diploma (15%). The remaining respondents said that they would receive a certificate (7%) or were unsure what type of designation they would receive (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently said that they were aiming to complete a Bachelor's degree (29%), 26% said they intended to attain a Master's degree, 8% planned to earn a PhD/Doctorate and a further 7% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that family influence and support was the factor with the greatest influence[91] on the respondents' decision concerning their current choice of post-secondary institution (76%). Second to this, respondents cited the availability of desired program (75%), the location of the institution (74%), the reputation of the institution or program (67%), and the total cost of further education (64%) as important factors. Factors that were least cited as having influence on the respondents' decision were extracurricular activities available (33%), the availability of work terms/co-op programs (30%), and not being accepted by a first choice of institution (6%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included personal savings (40%) and student loans (39%).

Confidence in Securing Employment in New Brunswick

All district 8 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Nearly eight in ten respondents (79%) felt confident[92] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if they so desired.

5.0 The Employment Experience

Overall, 46% of district 8 respondents (n=178) were *not* attending a post-secondary institution at the time of the study. Although not attending at the time, 39% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 39% reported successfully completing the entire program and 61% reported discontinuing their studies.

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[91] Influence: Includes "a lot of impact" or "some impact"

[92] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 92% (n=164) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 8% (n=14) were not. Of those respondents in the labour force, 84% were employed and 16% were unemployed.

Employed respondents reported working an average of 36.3 hours during the reference week and earning an average hourly wage of $9.01. In addition, employed respondents most often reported working in sales and service (57%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=108) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Financial issues appeared to be the factor with the greatest influence[93] on these respondents' decision (67%), followed by indecisiveness about a career (58%) and needing to upgrade high school marks (48%). Less influential factors included the desired program not being available in one's area (33%), personal or family reasons (28%), being waitlisted for a limited enrollment program (15%), and not having a program of interest available in their language of choice (11%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=43) were asked why they had made this decision. Most frequently, respondents reported that they had lost interest in the program (21%), they had taken a break from rather than discontinued their studies (21%) or the program was not what they had expected (19%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 81% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 81% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 74% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[93] Influence: Includes "major impact" or "minor impact".

District 9: Tracadie / Sheila

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 9 – Tracadie / Sheila, one of the francophone districts of the province.

Of the 654 individuals who graduated from high schools in district 9 in June 2002, 293 were interviewed for this study[94].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (99%) of respondents from district 9 completed all of their high school years in New Brunswick and the majority (78%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore this finding should not be generalized to all 2002 graduates.

Activities During High School

Over one-third (37%) of respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (92%) earning spending money was their primary motivation for working at that time. Respondents from district 9 who were employed during their high school years reported working an average of 17.6 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (86%).

Almost all respondents (97%) from district 9 attended a high school where at least one type of career development activity or program was available to them and slightly more than two-thirds (68%) of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (69%), followed by other career development activities (53%) and co-op/work experience programs (22%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (67%) had the most influence[95] on the participants' decision of whether to pursue post-secondary studies. Career development activities had less influence (other career related activities (54%) and career days/fairs/workshops (54%)).

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[94] This sample size provides a margin of error of ±4.3% at the 95% confidence level, or 19 times out of 20.

[95] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, seven in ten (70%) respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 23% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies and 3% were unsure. At the time of the study, 84% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[96] expectations had been for their post-secondary activities. The majority (59%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Approximately one-third (31%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 10% of respondents indicated that their parents had expected them to go to work after graduation from high school (2%), or to go to work first and pursue post-secondary studies at a later time (8%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (84%)[97]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (71%), a creative ability or talent (68%), the choice of language of instruction at an institution (64%), success in a particular course in high school (61%), and enjoyment of the school/academic environment (60%) were important factors in the decision. Factors that played a less influential role in the decision included the cost of a post-secondary education (55%), the expectation of financial rewards (53%), the course and mark requirements for different programs (52%), and family and/or community ties (51%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (72%) had the greatest influence[98] on their decisions, followed by guidance counselors (56%), and teachers (51%). Friends/peers (42%), university or college representatives (38%), role models (37%), brothers or sisters (34%), relatives (other than siblings and parents) (29%), and government representative/counselors (10%) exerted less influence on respondents' pursuits after graduation.

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[96] Parent: Includes parent/guardian throughout this report.

[97] Influence: Includes "a lot of impact" or "some impact".

[98] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Three-quarters (75%) of district 9 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 88% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 87% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 80% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Overall, eight in ten respondents (80%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (74%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified parents/guardians (15%) and teachers (15%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 71% of district 9 respondents (n=209) had attended a post-secondary institution at any time since graduation from high school in June 2002. Of these respondents, over two-thirds (69%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 17% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate (84%) of their first year, followed by respondents who attended a private training institution (67%), and those who attended a community college (45%). However, it should be noted that 36% of respondents who attended a community college, 11% of respondents who attended a private training institution, and 6% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 9 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (49% or n=142);
- respondents who had not yet attended a post-secondary institution (29% or n=84);
- respondents who had attended a post-secondary institution and discontinued studies (14% or n=40); and
- respondents who had attended a post-secondary institution and fully completed their program (8% or n=27).

Graduate Mobility

Overall, a vast majority of district 9 respondents resided in New Brunswick at the time of the survey (93%). Of those who had remained inside the province, 48% had remained to attend an educational institution, while 52% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 25% were unsure, 31% indicated they would leave, and 44% said they were unlikely to leave.

Of those who had migrated outside the province, 50% had relocated to attend an educational institution, while 50% had moved for to take advantage of more job, money, and educational opportunities outside the province. When asked if they were likely to return to New Brunswick, 38% were unsure, 29% indicated they would return, and 33% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 49% of respondents from district 9 were engaged in post-secondary studies (n=142).

Approximately seven in ten (68%) respondents who were pursuing post-secondary education or training were attending a university, 28% were attending a community college and the remaining 4% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of business administration/commerce (24%), health (16%), education (13%), arts (13%), and science (11%). Furthermore, of this group of respondents, the majority (92%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (51%). The remaining respondents said that they would receive a diploma (39%), certificate (8%), or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (35%), followed by a 1-2 year certificate/diploma (16%), a Master's degree (15%), a professional designation (8%) and a PhD/Doctorate (4%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that instruction in a preferred language (85%) was the factor with the greatest influence[99] on the respondents' decision concerning their current choice of post-secondary institution. Second to this, respondents cited the availability of their desired program (74%), family influence and support (69%), the reputation of the institution or program (68%), and the fact that the institution was close to their hometown (61%) as important factors. The factors that had the *least* amount of influence on the respondents' decision were the extracurricular activities available at the institution (38%), contact by a recruiter from the institution (37%), the size of the institution (36%), being offered a scholarship by the institution (31%), and not being accepted by their first choice of institution (6%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, they most commonly indicated they were financing their education through student loans (59%), followed by family financial support (35%), bursaries or scholarships (17%), income from a current job (13%), and personal savings (11%).

Confidence in Securing Employment in New Brunswick

All district 9 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Over eight in ten respondents (83%) felt confident[100] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 52% of district 9 respondents (n=151) were *not* attending a post-secondary institution at the time of the study. Although not attending, 44% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 40% reported successfully completing the entire program and 60% reported discontinuing their studies.

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[99] Influence: Includes "a lot of impact" or "some impact"

[100] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 83% (n=125) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 17% (n=26) were not. Of those respondents in the labour force, 67% were employed and 33% were unemployed.

Employed respondents reported working an average of 37.1 hours during the reference week and earning an average hourly wage of $8.26. In addition, employed respondents most often reported working in sales and service (56%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=84) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career and financial issues (55% each) appeared to be the factors with the greatest influence[101] on these respondents' decision, in addition to entrance requirements (32%). A smaller proportion of respondents indicated that being currently employed (26%), lack of interest (24%), not having a program of interest available in a language of choice (22%), and being wait-listed for a limited enrollment program (17%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=40) were asked why they had made this decision. Most frequently, respondents reported that they had experienced program difficulty or academic failure (25%), they had lost interest (23%), or the program was not what they had expected (23%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 70% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 78% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 44% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education or training.

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[101] Influence: Includes "major impact" or "minor impact".

District 10: St. Stephen

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 10 – St. Stephen, one of the anglophone districts of the province.

Of the 302 individuals who graduated from high schools in district 10 in June 2002, 163 were interviewed for this study[102].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

A vast majority (96%) of respondents from district 10 completed all of their high school years in New Brunswick and a majority (87%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than five in ten (56%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (89%) earning spending money was their primary motivation for working at that time. Respondents from district 10 who were employed during their high school years reported working an average of 19.3 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (77%).

All respondents from district 10 had attended a high school where at least one type of career development activity or program was available to them and nine in ten (91%) respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (83%), followed by other career development activities (48%), co-op/work experience programs (47%), and youth apprenticeship programs (7%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (62%) had the most influence[103] on the participants' decision of whether to pursue post-secondary studies, followed distantly by the youth apprenticeship program

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[102] This sample size provides a margin of error of ±5.2% at the 95% confidence level, or 19 times out of 20.
[103] Influence: Includes "a lot of influence" or "some influence".

(50%). Career development activities also had significant influence (career days/fairs/workshops (61%) and other career related activities (51%)).

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, two-thirds (67%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 23% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, 2% had expected to travel or join the military and the remaining 4% were unsure. At the time of the study, 75% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[104] expectations had been for their post-secondary activities. The majority (60%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Nearly one-third (32%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 8% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%) or to go to work first and pursue post-secondary studies at a later time (7%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors as to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (89%)[105]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (78%) and enjoyment of the school/academic environment (73%) or a particular course in high school (69%) were important factors in the decision making process. Respondents were less influenced by family or community ties (62%), the cost of a post-secondary education (58%), the course and mark requirements for certain programs (56%), and the choice of language of instruction of post-secondary institutions (35%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (86%) and teachers (71%) had the greatest influence[106] on their decisions, followed by friends and peers (55%), guidance counselors (55%), and role models (50%). University or college representatives (41%), brothers and sisters (36%), relatives (other than siblings and parents) (35%), and government representative/counselors (12%) had the least amount of influence on respondents' pursuits after graduation.

Preparation for Future Endeavors

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[104] Parent: Includes parent/guardian throughout this report.
[105] Influence: Includes "a lot of impact" or "some impact".
[106] Influence: Includes "a lot of impact" or "some impact".

Six in ten (62%) district 10 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 79% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 76% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 81% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Nearly nine in ten respondents (87%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation. The majority of respondents (59%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (28%) and parents/guardians (18%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 69% of district 10 respondents (n=113) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, nearly three-quarters (74%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 17% were currently in the process of completing their first year of studies.

Respondents who attended a private training institution reported the highest completion rate of their first year (92%), followed by respondents who attended a university (84%), and those who attended a community college (50%). However, it should be noted that 38% of respondents who attended a community college, 8% of respondents who attended a private training institution, and 7% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 10 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (50% or n=82);
- respondents who had not yet attended a post-secondary institution (31% or n=50);
- respondents who had attended a post-secondary institution and discontinued studies (9% or n=15); and
- respondents who had attended a post-secondary institution and fully completed their program (10% or n=16).

Graduate Mobility

Overall, the vast majority of respondents from district 10 (84%) still resided in New Brunswick at the time of the survey. Of these respondents, 45% had stayed to attend an educational institution, while 55% had stayed for other reasons. When asked if they were likely to leave New Brunswick, 36% said they would leave, 39% indicated they would not leave, and 25% were unsure.

Of those who had migrated outside the province (n=26), 77% had relocated to attend an educational institution, while 23% had moved for family or personal reasons, or to take advantage of the job opportunities and more money available outside the province. When asked if they were likely to return to New Brunswick, 46% said they would return, 31% indicated they would not return, and 23% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 50% of respondents from district 10 were engaged in post-secondary studies (n=82).

Two-thirds (67%) of respondents who were pursuing post-secondary education were attending a university, 28% were attending a community college and the remaining 5% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of arts (32%) or business administration/commerce (16%). Furthermore, of this group of respondents, the majority (76%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (70%) or a diploma (16%). The remaining respondents said that they would receive a certificate (13%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (22%), while 18% said they intended to attain a Master's degree, and a further 20% planned to pursue a PhD/Doctorate (9%) or professional designation (11%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the availability of desired program was the factor with the greatest influence[107] on the respondents' decision concerning their current choice of post-secondary institution (85%). Second to this, respondents cited family influence and support (73%) and the reputation of the institution or program (72%) as important factors. The factors that had the *least* amount of influence on the respondents' decision were being offered a scholarship (39%), the extracurricular activities available (39%), the availability of co-op or work term programs (27%), and not being accepted by a first choice of institution (7%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included student loans (44%) and personal savings (34%).

Confidence in Securing Employment in New Brunswick

All district 10 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (86%) felt confident[108] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 50% of district 10 respondents (n=81) were *not* attending a post-secondary institution at the time of the study. Although not attending, 38% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 52% reported successfully completing the entire program and 48% reported discontinuing their studies.

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[107] Influence: Includes "a lot of impact" or "some impact"

[108] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 99% (n=80) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 1% (n=1) was not. Of those respondents in the labour force, 81% were employed and 19% were unemployed.

Employed respondents reported working an average of 37.8 hours during the reference week and earning an average hourly wage of $9.65. In addition, employed respondents most often reported working in sales and service (45%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=50) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career (68%) appeared to be the factor with the greatest influence[109] on these respondents' decision, followed by financial issues (64%). Less influential factors included the desired program not being available in one's area (24%), personal or family reasons (22%), being wait-listed for a limited enrollment program (14%), and not having a program of interest available in their language of choice (12%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=15) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break from rather than discontinued studies (33%), the program was not what they had expected (20%) or that they had lost interest in the program (13%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 74% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 87% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 31% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[109] Influence: Includes "major impact" or "minor impact".

District 11: Richibouctou

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 11-Richibouctou, one of the francophone districts of the province.

Of the 451 individuals who graduated from high schools in district 11 in June 2002, 197 were interviewed for this study[110].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (99%) of respondents from district 11 completed all of their high school years in New Brunswick and most (75%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than five in ten (54%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (87%), earning spending money was their primary motivation for working at that time. Respondents from district 11 who were employed during their high school years reported working an average of 15.9 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (92%).

Almost all respondents (98%) from district 11 attended a high school where at least one type of career development activity or program was available to them and slightly more than two-thirds (68%) of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (67%), followed by other career development activities (49%), and co-op/work experience programs (27%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (91%) had the most influence[111] on the participants' decision of whether to pursue post-secondary studies. Career development activities had less influence (career days/fairs/workshops (60%) and other career related activities (48%)).

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[110] This sample size provides a margin of error of ±5.25% at the 95% confidence level, or 19 times out of 20.

[111] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, over three-quarters (77%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 16% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, and 3% were unsure. At the time of the study, 87% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[112] expectations had been for their post-secondary activities. Six in ten (60%) respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. More than one-third (36%) of respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 4% of respondents indicated that their parents had expected them to go to work first and pursue post-secondary studies at a later time (3%), or to go to simply work after graduation from high school (1%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (90%)[113]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (77%), success (64%) or enjoyment (64%) of a particular course at high school, expectation of financial rewards (64%), and a creative ability or talent (64%) were important factors in the decision. Factors that played a less influential role in the decision included family and/or community ties (59%), the course and mark requirements for different programs (57%), the choice of language of instruction at an institution (56%), and the cost of a post-secondary education (54%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (79%) had the greatest influence[114] on their decisions, followed by teachers (68%), guidance counselors (63%), friends/peers (56%), and role models (50%). Relatives (other than siblings and parents) (36%) and government representative/counselors (13%) had the least amount of influence on respondents' pursuits after graduation.

Preparation for Future Endeavors

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[112] Parent: Includes parent/guardian throughout this report.

[113] Influence: Includes "a lot of impact" or "some impact".

[114] Influence: Includes "a lot of impact" or "some impact".

The majority (71%) of district 11 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 86% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 88% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 82% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

The majority of respondents (84%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. Over three-quarters of respondents (76%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (23%) and parents/guardians (19%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 80% of district 11 respondents (n=158) had attended a post-secondary institution at any time since graduation from high school in June 2002. Of these respondents, over three-quarters of respondents (77%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 14% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (88%), followed by respondents who attended a private training institution (67%), and those who attended a community college (67%). However, it should be noted that 22% of respondents who attended a private training institution, 20% of respondents who attended a community college, and 7% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 11 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (53% or n=105);
- respondents who had not yet attended a post-secondary institution (20% or n=39);
- respondents who had attended a post-secondary institution and discontinued studies (11% or n=22); and
- respondents who had attended a post-secondary institution and fully completed their program (16% or n=31).

Graduate Mobility

Overall, the vast majority of respondents from district 11 (95%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 52% had remained to attend an educational institution, while 48% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 30% were unsure, 22% indicated they would leave, and 48% said they were unlikely to leave.

Of those who had migrated outside the province (n=10), 80% had relocated to attend an educational institution, while 20% had moved for family or personal reasons or to take advantage of more job opportunities outside the province. When asked if they were likely to return to New Brunswick, 30% were unsure, 50% indicated they would return, and 20% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 53% of respondents from district 11 were engaged in post-secondary studies.

Nearly two-thirds (62%) of respondents who were pursuing post-secondary education were attending a university, 31% were attending a community college and the remaining 7% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of education (21%), business administration/commerce (19%), and health (15%). Furthermore, of this group of respondents, the majority (92%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (46%) or diploma (43%). The remaining respondents said that they would receive a certificate (10%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (33%), while 16% indicated they intended to obtain a 1-2 year certificate or diploma, 13% said they intended to attain a Master's degree, 3% planned to earn a PhD/Doctorate and a further 9% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the location of the institution was the factor with the greatest influence[115] on the respondents' decision concerning their current choice of post-secondary institution (73%). Second to this, respondents cited the reputation of the institution or program (70%), instruction in a preferred language (69%), the availability of their desired program (68%), and family influence and support (67%) as important factors. The factors that had the *least* amount of influence on the respondents' decision included the extracurricular activities available at the institution (34%), the size of the institution (32%), contact by a recruiter from the institution (31%), being offered a scholarship from the institution (31%), and not being accepted by a first choice institution (8%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported method of payment included student loans (53%) and personal savings (31%).

Confidence in Securing Employment in New Brunswick

All district 11 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Nearly nine in ten respondents (87%) felt confident[116] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 47% of respondents from district 11 were not attending a post-secondary institution at the time of this study. Although not attending, 58% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 58% reported successfully completing the entire program and 42% reported discontinuing their studies.

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[115] Influence: Includes "a lot of impact" or "some impact"

[116] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 88% (n=81) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 12% (n=11) were not. Of those respondents in the labour force, 69% were employed and 31% were unemployed.

Employed respondents reported working an average of 38.4 hours during the reference week and earning an average hourly wage of $9.14. In addition, employed respondents most often reported working in sales and service (45%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=39) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career appeared to be the factor with the greatest influence[117] on these respondents' decision (59%), followed by financial issues (46%) and being currently employed (41%). Only a small proportion of respondents indicated that not having a program of interest available in their area (20%) or in a language of choice (20%) and being wait-listed for a limited enrollment program (15%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=22) were asked why they had made this decision. They most often explained that the program was not what they had expected (36%) or they had experienced program difficulty or academic failure (36%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 59% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 86% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 32% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[117] Influence: Includes "major impact" or "minor impact".

District 14: Woodstock

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 14 – Woodstock, one of the anglophone districts of the province.

Of the 691 individuals who graduated from high schools in district 14 in June 2002, 376 were interviewed for this study[118].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (97%) of respondents from district 14 completed all of their high school years in New Brunswick and most (88%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than six in ten (64%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (88%), earning spending money was their primary motivation for working at that time. Respondents from district 14 who were employed during their high school years reported working an average of 19.4 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (73%).

Almost all respondents (99%) from district 14 had attended a high school where at least one type of career development activity or program was available to them and over eight in ten (85%) respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (81%), followed by co-op/work experience programs (47%), other career development activities (42%), and youth apprenticeship programs (12%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (70%) had the most influence[119] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (63%). Career development activities had less influence (other career related activities (54%) and career days/fairs/workshops (51%)).

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[118] This sample size provides a margin of error of ±3.4% at the 95% confidence level, or 19 times out of 20.

[119] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, nearly two-thirds (63%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 26% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 6% had intended to go to work and had no intentions of pursuing post-secondary studies and the remaining 5% were unsure. At the time of the study, 77% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[120] expectations had been for their post-secondary activities. The majority (51%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Nearly four in ten (38%) respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 11% of respondents indicated that their parents had expected them to go to work after graduation from high school (2%), or to go to work first and pursue post-secondary studies at a later time (9%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (89%)[121]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (82%), enjoyment of a particular course in high school (70%), a creative ability or talent (69%), and enjoyment of the school/academic environment (69%) were important factors in the decision making process. Respondents were less influenced by family and/or community ties (60%), the cost of a post-secondary education (58%), course and mark requirements for different programs (55%), and the choice of language of instruction of post-secondary institutions (35%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (85%) and teachers (68%) had the greatest influence[122] on their decisions, followed by friends and peers (53%) and role models (51%). Respondents were not as influenced by university or college representatives (34%), other relatives (33%), or government representatives (13%).

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[120] Parent: Includes parent/guardian throughout this report.

[121] Influence: Includes "a lot of impact" or "some impact".

[122] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Over six in ten (62%) district 14 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 80% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 74% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 79% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (51%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (26%) and parents/guardians (17%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 68% of district 14 respondents (n=254) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, more than eight in ten (81%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 14% were currently in the process of completing their first year of studies.

Respondents who attended a private training institution reported the highest completion rate of their first year (90%), followed by respondents who attended a university (88%), and those who attended a community college (65%). However, it should be noted that 30% of respondents who attended a community college, 8% of respondents who attended a private training institution, and 6% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 14 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (46% or n=169);
- respondents who had not yet attended a post-secondary institution (32% or n=122);
- respondents who had attended a post-secondary institution and discontinued studies (7% or n=27); and
- respondents who had attended a post-secondary institution and fully completed their program (15% or n=58).

Graduate Mobility

Overall, the vast majority of respondents from district 14 (87%) were still residing in New Brunswick at the time of the survey. Of these respondents, 40% had stayed to attend an educational institution, while 60% had stayed for other reasons. When asked if they were likely to leave New Brunswick, 34% said they would leave, 43% indicated they would not leave, and 23% were unsure.

Of those who had migrated outside the province (n=48), 77% had relocated to attend an educational institution, while 23% had moved for reasons such as family or personal issues, increased job opportunities, or more money available outside the province. When asked if they were likely to return to New Brunswick, 42% said they would return, 27% indicated they would not return, and 31% were unsure.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 46% of respondents from district 14 were engaged in post-secondary studies (n=169).

Slightly less than two-thirds (64%) of respondents who were pursuing post-secondary education were attending a university, 29% were attending a community college and the remaining 7% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (28%) or business administration/commerce (23%). Furthermore, of this group of respondents, the majority (78%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (66%) or a diploma (21%). The remaining respondents said that they would receive a certificate (12%) or were unsure of the designation they would receive (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (26%), while 15% said they intended to attain a Master's degree, 7% planned to earn a PhD/Doctorate and a further 9% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the availability of desired program was the factor with the greatest influence[123] on the respondents' decision concerning their current choice of post-secondary institution (79%). Second to this, respondents cited family influence and support (75%), the reputation of the institution or program (75%), and the fact it was located in or close to one's hometown (59%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision included the availability of work-terms or co-op programs (40%), being offered a scholarship by the institution (40%), contact with a recruiter representing an institution (37%), the extracurricular activities available (32%), and not being accepted by a first choice institution (4%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods of payment included student loans (57%) and personal savings (35%).

Confidence in Securing Employment in New Brunswick

All district 14 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Eight in ten respondents (80%) felt confident[124] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 54% of district 14 respondents (n=207) were *not* attending a post-secondary institution at the time of the study. Although not attending, 41% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 68% reported successfully completing the entire program and 32% reported discontinuing their studies.

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[123] Influence: Includes "a lot of impact" or "some impact"

[124] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 93% (n=193) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 7% (n=14) were not. Of those respondents in the labour force, 75% were employed and 25% were unemployed.

Employed respondents reported working an average of 39.3 hours during the reference week and earning an average hourly wage of $8.84. In addition, employed respondents most often reported working in sales and service (39%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=122) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Financial issues appeared to be the factor with the greatest influence[125] on their decision (62%), followed by indecisiveness about a career (61%) and being currently employed (52%). Less influential factors included entrance requirements (33%), a desired program not being available in one's area (32%), being wait-listed for a limited enrollment program (13%), and a choice program not being available in a preferred language (12%).

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=27) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break from rather than discontinued studies (30%), they had lost interest in the program (26%), the program was not what they had expected (15%), or that they had experienced program difficulty or academic failure (15%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 72% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 89% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 43% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[125] Influence: Includes "major impact" or "minor impact".

District 15: Dalhousie

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 15 – Dalhousie, one of the anglophone districts of the province.

Of the 328 individuals who graduated from high schools in district 15 in June 2002, 158 were interviewed for this study[126].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

A vast majority (98%) of respondents from district 15 completed all of their high school years in New Brunswick and most (79%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than five in ten (53%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (87%) earning spending money was their primary motivation for working at that time. Respondents from district 15 who were employed during their high school years reported working an average of 19.2 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (77%).

Almost all respondents (99%) from district 15 had attended a high school where at least one type of career development activity or program was available to them and nearly nine in ten (89%) respondents had participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (83%), followed by other career development activities (52%), co-op/work experience programs (35%) and youth apprenticeship programs (26%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (77%) had the most influence[127] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (59%). Career development activities had less influence (other career related activities (57%) and career days/fairs/workshops (54%)).

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[126] This sample size provides a margin of error of ±5.6% at the 95% confidence level, or 19 times out of 20.

[127] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, nearly two-thirds (63%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 27% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies, 2% had other plans and the remaining 4% were unsure. At the time of the study, 78% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[128] expectations had been for their post-secondary activities. Half (50%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Nearly four in ten (39%) respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 11% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%), join the military (1%), or to go to work first and pursue post-secondary studies at a later time (9%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (94%)[129]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (82%), enjoyment of a particular course at high school (79%), enjoyment of the school/academic environment (79%), and success in a particular course at high school (77%) were important factors in the decision. Factors that played a less influential role in the decision included the cost of a post-secondary education (67%), the course and mark requirements for different programs (66%), family and/or community ties (60%), and the choice of language of instruction at an institution (52%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (85%) had the greatest influence[130] on their decisions, followed by teachers (74%), friends/peers (57%), role models (54%), and guidance counselors (53%). Relatives (other than siblings and parents) (37%) and government representative/ counselors (12%) had the least amount of influence on respondents' pursuits after graduation.

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[128] Parent: Includes parent/guardian throughout this report.
[129] Influence: Includes "a lot of impact" or "some impact".
[130] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

A majority (56%) of district 15 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 82% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 77% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 77% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. A majority of respondents (64%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (23%) and parents/guardians (22%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 66% of district 15 respondents (n=104) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, nearly three-quarters (72%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 15% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (82%), followed by respondents who attended a community college (65%), and those who attended a private training institution (46%). However, it should be noted that 23% of respondents who attended a private training institution, 19% of respondents who attended a community college, and 12% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 15 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (42% or n=67);
- respondents who had not yet attended a post-secondary institution (34% or n=54);
- respondents who had attended a post-secondary institution and discontinued studies (16% or n=25); and
- respondents who had attended a post-secondary institution and fully completed their program (8% or n=12).

Graduate Mobility

Overall, a large majority of respondents from district 15 (80%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 37% had remained to attend an educational institution, while 63% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 37% were unsure, 39% indicated they would leave, and 24% said they were unlikely to leave.

Of those who had migrated outside the province (n=32), 66% had relocated to attend an educational institution, while 34% had moved for family or personal reasons or to take advantage of more job and greater money earning opportunities outside the province. When asked if they were likely to return to New Brunswick, 28% were unsure, 34% indicated they would return, and 38% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 42% of respondents from district 15 were engaged in post-secondary studies.

Three-quarters (75%) of respondents who were pursuing post-secondary education were attending a university, 18% were attending a community college and the remaining 7% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (36%), health related (16%), and business administration/ commerce (15%). Furthermore, of this group of respondents, the majority (69%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (73%). The remaining respondents were unsure (2%) or said that they would receive a certificate (13%), diploma (10%), or another type of designation (2%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's or Master's degree (24% each), while 12% planned to earn a PhD/Doctorate and a further 5% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that family influence and support and the reputation of the institution or program were the factors with the greatest influence[131] on the respondents' decision concerning their current choice of post-secondary institution (82% each). Second to this, respondents cited the availability of their desired program (79%) and instruction in a preferred language (70%) as important factors. The factors that had the *least* amount of influence on the respondents' decision was the length of the course or program (42%), the extracurricular activities available at the institution (35%), the availability of work terms/co-op programs (39%), being offered a scholarship from the institution (25%), and not being accepted by their first choice of institution (4%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods of payment included student loans (46%) and family financial support (39%).

Confidence in Securing Employment in New Brunswick

All district 15 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Nearly nine in ten respondents (86%) felt confident[132] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 58% of respondents from district 15 were not attending a post-secondary institution at the time of this study. Although not attending, 41% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 32% reported successfully completing the entire program and 68% reported discontinuing their studies.

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[131] Influence: Includes "a lot of impact" or "some impact"

[132] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 91% (n=83) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% (n=8) were not. Of those respondents in the labour force, 78% were employed and 22% were unemployed.

Employed respondents reported working an average of 36.3 hours during the reference week and earning an average hourly wage of $7.64. In addition, employed respondents most often reported working in sales and service (65%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=54) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career and financial issues appeared to be the factors with the greatest influence[133] on these respondents' decision (57% each), followed by being currently employed (43%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (16%) and not having a program of interest available in their language of choice (16%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=25) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break from rather than discontinued studies (32%), they had experienced program difficulty or academic failure (20%), or they encountered personal or family illness issues (20%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 78% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 84% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 75% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[133] Influence: Includes "major impact" or "minor impact".

District 16: Miramichi

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 16 – Miramichi, one of the anglophone districts of the province.

Of the 541 individuals who graduated from high schools in district 16 in June 2002, 293 were interviewed for this study[134].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (97%) of respondents from district 16 completed all of their high school years in New Brunswick and the majority (87%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Slightly less than half (49%) of respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (92%) earning spending money was their primary motivation for working at that time. Respondents from district 16 who were employed during their high school years reported working an average of 18.1 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (83%).

Almost all respondents (99%) from district 16 attended a high school where at least one type of career development activity or program was available to them and slightly more than three-quarters (76%) of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (75%), followed by other career development activities (41%), co-op/work experience programs (26%), and youth apprenticeship programs (19%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (72%) had the most influence[135] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (64%). Career development activities also had influence (other career related activities (70%) and career days/fairs/workshops (57%)).

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[134] This sample size provides a margin of error of ±3.9% at the 95% confidence level, or 19 times out of 20.

[135] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, seven in ten (70%) respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 22% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 4% had intended to go to work and had no intentions of pursuing post-secondary studies and 4% were unsure. At the time of the study, 78% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[136] expectations had been for their post-secondary activities. The majority (56%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Over one-third (38%) of respondents felt that their parents had held no post-secondary expectations but rather left the decision to them. The remaining 6% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%), or to go to work first and pursue post-secondary studies at a later time (5%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (92%)[137]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (84%), expectation of financial rewards (81%), enjoyment of a particular course at high school (75%), and enjoyment of the school/academic environment (70%) were important factors in the decision. Factors that played a less influential role in the decision included family and/or community ties (63%), the cost of a post-secondary education (59%), the course and mark requirements for different programs (58%), and the choice of language of instruction at an institution (43%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (83%) had the greatest influence[138] on their decisions, followed by teachers (67%), friends/peers (54%), role models (49%), and guidance counselors (43%). Brothers and sisters (37%), university or college representatives (37%), relatives (other than siblings and parents) (35%) and government representative/ counselors (11%) had the least amount of influence on respondents' pursuits after graduation.

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[136] Parent: Includes parent/guardian throughout this report.

[137] Influence: Includes "a lot of impact" or "some impact".

[138] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Seven in ten (69%) district 16 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 88% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 82% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 75% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (85%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (55%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (33%) and parents/guardians (21%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 74% of district 16 respondents (n=217) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, nearly three-quarters (74%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 18% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (86%), followed by respondents who attended a community college (57%), and those who attended a private training institution (55%). However, it should be noted that 31% of respondents who attended a community college, 31% of respondents who attended a private training institution, and 9% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 16 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (55% or n=161);
- respondents who had not yet attended a post-secondary institution (26% or n=76);
- respondents who had attended a post-secondary institution and discontinued studies (11% or n=31); and
- respondents who had attended a post-secondary institution and fully completed their program (8% or n=25).

Graduate Mobility

Overall, the vast majority of respondents from district 16 (83%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 49% had remained to attend an educational institution, while 51% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 24% were unsure, 37% indicated they would leave, and 39% said they were unlikely to leave.

Of those who had migrated outside the province (n=50), 84% had relocated to attend an educational institution, while 16% had moved for family or personal reasons or to take advantage of more job opportunities outside the province. When asked if they were likely to return to New Brunswick, 24% were unsure, 44% indicated they would return, and 32% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 55% of respondents from district 16 were engaged in post-secondary studies (n=161).

At the time of the study, nearly two-thirds (65%) of respondents who were pursuing post-secondary education were attending a university, 24% were attending a community college and the remaining 11% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of arts (32%), science (19%), and business administration/commerce (16%). Furthermore, of this group of respondents, the majority (74%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (68%) or a diploma (23%). The remaining respondents said that they would receive a certificate (8%) or another type of designation (1%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Bachelor's degree (27%), while 23% said they intended to attain a Master's degree, and a further 11% planned to pursue a professional designation (6%) or PhD/Doctorate (5%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the availability of a desired program was the factor with the greatest influence[139] on the respondents' decision concerning their current choice of post-secondary institution (84%). Second to this, respondents cited the reputation of the institution or program (82%), family influence and support (79%), and the fact that the institution was close to their hometown (61%), as important factors. The factors that had the *least* amount of influence on the respondents' decision were the extracurricular activities available at the institution (38%), the availability of work terms (37%), contact with a recruiter from the institution (30%), being offered a scholarship from the institution (29%), and not being accepted by their first choice of institution (10%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods of payment included student loans (53%), family financial support (30%), and personal savings (27%).

Confidence in Securing Employment in New Brunswick

All district 16 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Eight in ten respondents (80%) felt confident[140] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 45% of district 16 respondents (n=132) were *not* attending a post-secondary institution at the time of the study. Although not attending, 42% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 45% reported successfully completing the entire program and 55% reported discontinuing their studies.

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[139] Influence: Includes "a lot of impact" or "some impact"

[140] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 89% (n=117) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 11% (n=15) were not. Of those respondents in the labour force, 79% were employed and 21% were unemployed.

Employed respondents reported working an average of 38.6 hours during the reference week and earning an average hourly wage of $8.76. In addition, employed respondents most often reported working in sales and service (42%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=76) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness about a career appeared to be the factor with the greatest influence[141] on these respondents' decision (56%), followed by financial issues (47%) and being currently employed (40%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (20%) and not having a program of interest available in their language of choice (8%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=31) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break from rather than discontinued studies (39%), they had lost interest (23%), they had experienced program difficulty or academic failure (13%), or they encountered personal or family illness issues (13%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 76% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 94% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 40% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[141] Influence: Includes "major impact" or "minor impact".

District 17: Oromocto

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 17-Oromocto, one of the anglophone districts of the province.

Of the 351 individuals who graduated from schools in this district in June 2002, 205 were interviewed for this study[142].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (95%) of respondents from district 17 completed all of their high school years in New Brunswick and most (86%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

More than six in ten (65%) respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (88%), earning spending money was their primary motivation for working at that time. Respondents from district 17 who were employed during their high school years reported working an average of 19.4 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (85%).

All respondents from district 17 attended a high school where at least one type of career development activity or program was available to them and 85% of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (80%), followed by other career development activities (54%), co-op/work experience programs (29%), and youth apprenticeship programs (14%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (68%) had the most influence[143] on the participants' decision of whether to pursue post-secondary studies, followed distantly by the youth apprenticeship program (31%).

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[142] This sample size provides a margin of error of ±4.4% at the 95% confidence level, or 19 times out of 20.

[143] Influence: Includes "a lot of influence" or "some influence".

Career development activities had less influence (career days/fairs/workshops (58%) and other career related activities (54%)).

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, slightly less than two-thirds (63%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 25% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 6% had intended to go to work and had no intentions of pursuing post-secondary studies, 2% had expected to join the military, and 4% were unsure. At the time of the study, 76% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[144] expectations had been for their post-secondary activities. Half (50%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Four in ten (40%) respondents felt that their parents had held no post-secondary expectations for them but rather left the decision to them. The remaining 10% of respondents indicated that their parents had expected them to go to work after graduation from high school (3%), to go to work first and pursue post-secondary studies at a later time (6%), or to join the military (1%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors according to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (88%)[145]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (81%), expectation of financial rewards (71%), and enjoyment of a particular course at high school (70%) were important factors in the decision. Factors that played a less prominent role in the decision included family and/or community ties (58%), the course and mark requirements for different programs (55%), and the choice of language of instruction at an institution (35%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (84%) had the greatest influence[146] on their decisions, followed by teachers (70%), role models (57%), and guidance counselors (57%). Relatives (other than siblings and parents) (38%), brothers or sisters (35%), university or college representatives (30%), and government representative/counselors (12%) had the least amount of influence on respondents' pursuits after graduation.

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[144] Parent: Includes parent/guardian throughout this report.

[145] Influence: Includes "a lot of impact" or "some impact".

[146] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

A majority (62%) of district 17 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 79% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 77% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 78% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Approximately eight in ten respondents (79%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (66%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (26%), university or college representatives (17%), and parents/guardians (14%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 65% of district 17 respondents (n=134) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, nearly three-quarters of respondents (72%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 16% were currently in the process of completing their first year of studies.

Respondents who attended a university reported the highest completion rate of their first year (77%), followed by respondents who attended a private training institution (73%), and those who attended a community college (59%). However, it should be noted that 27% of respondents who attended a private training institution, 21% of respondents who attended a community college, and 13% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 17 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (46% or n=94);
- respondents who had not yet attended a post-secondary institution (35% or n=71);
- respondents who had attended a post-secondary institution and discontinued studies (13% or n=26); and
- respondents who had attended a post-secondary institution and fully completed their program (6% or n=14).

Graduate Mobility

Overall, the vast majority of respondents from district 17 (90%) were still residing in New Brunswick at the time of the survey. Of those who had remained inside the province, 43% had remained to attend an educational institution, while 57% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 26% were unsure, 42% indicated they would leave, and 32% said they were unlikely to leave.

Of those who had migrated outside the province, 71% had relocated to attend an educational institution, while 29% had moved to take advantage of more job and money opportunities outside the province. When asked if they were likely to return to New Brunswick, 10% were unsure, 38% indicated they would return, and 52% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 46% of respondents from district 17 were engaged in post-secondary studies.

Over three-quarters (78%) of respondents who were pursuing post-secondary education were attending a university, 13% were attending a community college and the remaining 9% were attending a private training institution. Most commonly, respondents who were attending a post-secondary institution were pursuing studies in the field of arts (30%) and business administration/commerce (16%). Furthermore, of this group of respondents, the majority (84%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

A large majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (80%). The remaining respondents said that they would receive a certificate (11%) or diploma (9%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Master's degree (32%), a further 30% said they intended to attain a Bachelor's degree, 7% planned to earn a PhD/Doctorate and a further 2% intended to earn a professional designation.

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the availability of their desired program was the factor with the greatest influence[147] on the respondents' decision concerning their current choice of post-secondary institution (85%). Second to this, respondents cited the reputation of the institution or program (82%), family influence and support (74%) and a location near one's hometown (74%) as important factors. The factors that had the *least* amount of influence on the respondents' decision was that they were offered a scholarship from the institution (39%), the availability of work terms/co-op programs (39%), the extracurricular activities available at the institution (32%), contact with a recruiter representing the institution (31%), and not being accepted by their first choice of institution (10%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, the most commonly reported methods of payment included student loans (38%) and personal savings (38%).

Confidence in Securing Employment in New Brunswick

All district 17 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Over three-quarters of respondents (77%) felt confident[148] that they would be able to find employment in their field of study in New Brunswick after they finish their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 54% of respondents from district 17 were not attending a post-secondary institution at the time of this study. Although not attending, 36% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 35% reported successfully completing the entire program and 65% reported discontinuing their studies.

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[147] Influence: Includes "a lot of impact" or "some impact"

[148] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 95% (n=106) of all high school respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 5% (n=5) were not. Of those respondents in the labour force, 78% were employed and 22% were unemployed.

Employed respondents reported working an average of 36.4 hours during the reference week and earning an average hourly wage of $8.66. In addition, employed respondents most often reported working in sales and service (49%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=71) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Financial issues appeared to be the factor with the greatest influence[149] on these respondents' decision (65%), followed by indecisiveness about a career (57%) and being currently employed (40%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (21%) and not having a program of interest available in their language of choice (10%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=26) were asked why they had made this decision. They most often explained that they had taken a break from rather than discontinued studies (31%), they had lost interest in the program (23%), or the program was not what they had expected (19%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 82% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 100% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 29% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education.

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[149] Influence: Includes "major impact" or "minor impact".

District 18: Fredericton

1.0 Overview

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report highlights the key findings for district 18 – Fredericton, one of the anglophone districts of the province.

Of the 966 individuals who graduated from high schools in district 18 in June 2002, 551 were interviewed for this study[150].

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

2.0 The High School Experience

The vast majority (92%) of respondents from district 18 completed all of their high school years in New Brunswick and the majority (85%) reported earning marks of at least 70% during grades 11 and 12. Readers should take note that the marks results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

Activities During High School

Over two-thirds (68%) of respondents indicated that they had been employed during the school year (September to June) while attending high school and for most (90%) earning spending money was their primary motivation for working at that time. Respondents from district 18 who were employed during their high school years reported working an average of 17.3 hours per week. For the most part, respondents who worked during high school were employed in sales and service occupations (84%).

Almost all respondents (99%) from district 18 attended a high school where at least one type of career development activity or program was available to them and slightly more than three-quarters (76%) of all respondents participated in such an activity or program during their high school years. Among those respondents who had the opportunity to participate in such activities or programs, involvement was greatest in career days/fairs/workshops (73%), followed by other career development activities (39%), co-op/work experience programs (32%), and youth apprenticeship programs (12%). It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (71%) had the most influence[151] on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (70%). Career development activities had less influence (other career related activities (52%) and career days/fairs/workshops (49%)).

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[150] This sample size provides a margin of error of ±2.7% at the 95% confidence level, or 19 times out of 20.

[151] Influence: Includes "a lot of influence" or "some influence".

Expectations Following Graduation from High School

When asked what they had anticipated for themselves after high school, more than two-thirds (68%) of respondents said they had expected to pursue post-secondary education or training immediately after they had graduated, while 25% had expected to go to work and pursue post-secondary studies at a later date. Of the remaining respondents, 3% had intended to go to work and had no intentions of pursuing post-secondary studies and 4% were unsure. At the time of the study, 82% of all respondents who during high school had held clear expectations for their post-secondary activities reported that they had done what they had planned to do.

Respondents were also asked what they thought their parents'[152] expectations had been for their post-secondary activities. The majority (61%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Approximately one-third (32%) of respondents felt that their parents had held no post-secondary expectations but rather left the decision to them. The remaining 7% of respondents indicated that their parents had expected them to go to work after graduation from high school (1%), or to go to work first and pursue post-secondary studies at a later time (6%).

Influencing Factors on Choice of Future Endeavors

Respondents were asked to rate eleven factors as to their impact on their decision about what to do following graduation from high school. Based on the responses, personal interests appeared to play the most significant role in the respondents' path following high school (94%)[153]. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (77%), enjoyment of a particular course at high school (74%), success in a particular course in high school (70%), and expectation of financial rewards (69%) were important factors in the decision. Factors that played a less influential role in the decision included family and/or community ties (58%), the course and mark requirements for different programs (57%), the cost of a post-secondary education (55%), and the choice of language of instruction at an institution (34%).

In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (79%) had the greatest influence[154] on their decisions, followed by teachers (65%), friends/peers (50%), and role models (50%). Guidance counselors (39%), relatives (other than siblings and parents) (31%), brothers or sisters (28%), and government representatives/ counselors (10%) had the least amount of influence on respondents' pursuits after graduation.

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[152] Parent: Includes parent/guardian throughout this report.
[153] Influence: Includes "a lot of impact" or "some impact".
[154] Influence: Includes "a lot of impact" or "some impact".

Preparation for Future Endeavors

Over half (55%) of district 18 respondents felt that their high school years provided them with the kind of study habits needed to pursue post-secondary education or training, while 77% felt that high school provided them with the kind of academic preparation they needed to pursue these endeavors. In addition, 71% of respondents felt that high school provided them with the life skills, such as communication, time management, and budgeting skills necessary to pursue post-secondary education or training. Overall, 75% of respondents felt that high school provided them with adequate preparation for the workforce, in terms of the necessary work-related skills.

Over eight in ten respondents (82%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. Less than half of respondents (48%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified parents/guardians (29%) and teachers (24%) as sources of information.

3.0 Experiences Following Graduation from High School

Completion Rate for First Year of Studies

Overall, 76% of district 18 respondents (n=419) had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, over three-quarters (78%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one-year or less than one-year program) at the time of survey. A further 16% were currently in the process of completing their first year of studies.

Respondents who attended a university (83%) reported the highest completion rate of their first year, followed by respondents who attended a private training institution (59%), and those who attended a community college (56%). However, it should be noted that 38% of respondents who attended a private training institution, 36% of respondents who attended a community college, and 11% of respondents who attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

Main Activity at Time of Survey

At the time of the survey, respondents from district 18 could be classified into four distinct categories:

- respondents who were attending a post-secondary institution at the time of the survey (62% or n=342);
- respondents who had not yet attended a post-secondary institution (24% or n=132);
- respondents who had attended a post-secondary institution and discontinued studies (10% or n=54); and
- respondents who had attended a post-secondary institution and fully completed their program (4% or n=23).

Graduate Mobility

Overall, the vast majority of district 18 respondents resided in New Brunswick at the time of the survey (91%). Of those who had remained inside the province, 61% had remained to attend an educational institution, while 39% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 26% were unsure, 46% indicated they would leave, and 28% said they were unlikely to leave.

Of those who had migrated outside the province, 71% had relocated to attend an educational institution, while 29% had moved for family or personal reasons, to travel, or to take advantage of more job and money opportunities outside the province. When asked if they were likely to return to New Brunswick, 33% were unsure, 27% indicated they would return, and 40% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.

4.0 The Post-Secondary Education Experience

Post-Secondary Profile

The Survey of 2002 New Brunswick High School Graduates determined that, at the time of the survey, 62% of respondents from district 18 were engaged in post-secondary studies (n=342).

At the time of the study, over eight in ten (84%) respondents who were pursuing post-secondary education or training were attending a university, 8% were attending a community college and the remaining 8% were attending a private training institution. Most commonly, respondents attending a post-secondary institution were pursuing studies in the field of arts (33%), science (21%), health (12%), and business administration/ commerce (12%). Furthermore, of this group of respondents, the majority (90%) said they were attending a post-secondary institution in New Brunswick at the time of the survey.

The majority of respondents who were pursuing post-secondary education at the time of the study were working towards a degree (83%). The remaining respondents said that they would receive a diploma (11%) or certificate (6%) after they completed their program of study. When asked how far they planned to go with their studies, respondents most frequently indicated that they were aiming to complete a Master's degree (25%), while 24% said they intended to attain a Bachelor's degree, and a further 17% planned to pursue a PhD/Doctorate (11%) or professional designation (6%).

Influencing Factors on Choice of Institution

Respondents were asked to rate sixteen factors according to the impact each had on their current choice of post-secondary institution. Based on respondents' responses, it appears that the reputation of the institution or program was the factor with the greatest influence[155] on the respondents' decision concerning their current choice of post-secondary institution (83%). Second to this, respondents cited the fact that the institution was close to their hometown (82%), the availability of their desired program (81%), and family influence and support (79%) as important factors. The factors that had the *least* amount of influence on the respondents' decision were the extracurricular activities available at the institution (30%), contact with a recruiter from the institution (30%), the availability of work terms (26%), and not being accepted by their first choice of institution (7%).

Financing of Post-Secondary Education

While respondents reported using a variety of sources to finance their post-secondary education, they most commonly indicated they were financing their education through personal savings (39%), followed by family financial support (37%), income from a current job (29%), and student loans (28%).

Confidence in Securing Employment in New Brunswick

All district 18 respondents attending a post-secondary institution at the time of the survey were asked about their perceptions on obtaining employment in New Brunswick following completion of their program of studies. Over three-quarters of respondents (77%) felt confident[156] that they would be able to find employment in their field of study in New Brunswick after they had finished their current post-secondary education, if so desired.

5.0 The Employment Experience

Overall, 38% of district 18 respondents (n=209) were *not* attending a post-secondary institution at the time of the study. Although not attending, 37% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 30% reported successfully completing the entire program and 70% reported discontinuing their studies.

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[155] Influence: Includes "a lot of impact" or "some impact"

[156] Confidence: Includes "very confident" or "somewhat confident".

Labour Force and Employment Status

During the reference week of January 4th-10th, 2004, 91% (n=190) of all respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% (n=19) were not. Of those respondents in the labour force, 76% were employed and 24% were unemployed.

Employed respondents reported working an average of 36.3 hours during the reference week and earning an average hourly wage of $8.51. In addition, employed respondents most often reported working in sales and service (61%) occupations.

Barriers to Post-Secondary Studies

Respondents who had not yet attended a post-secondary institution at the time of the study (n=132) were presented with nine potential barriers that may have influenced their decision to not pursue post-secondary education at that time. Indecisiveness on a career (66%) appeared to be the factor with the greatest influence[157] on these respondents' decision, in addition to financial issues (55%), entrance requirements (43%), and being currently employed (38%). Only a small proportion of respondents indicated that personal or family reasons (27%), not having a desired program available in one's area (26%), being wait-listed for a limited enrollment program (19%) and not having a program of interest available in their language of choice (10%) were factors that had impact on their decision.

Reasons for Discontinuing Post-Secondary Studies

Respondents who had pursued post-secondary studies at some point since graduation from high school but who had since discontinued their studies (n=54) were asked why they had made this decision. Most frequently, respondents reported that they had taken a break from rather than discontinued studies (37%), they had lost interest (22%), or they were undecided on a career (15%).

Future Plans for Post-Secondary Studies

When asked about their future plans to pursue or return to post-secondary studies, 85% of those who had not yet attended a post-secondary institution said they intended to pursue post-secondary studies in the future, while 85% of those who had discontinued their post-secondary studies said that they intended to return to their studies. In addition, 39% of those who had completed their entire post-secondary program indicated that they intended to pursue additional post-secondary education or training.

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[157] Influence: Includes "major impact" or "minor impact".

Appendix A

Survey of New Brunswick High School Graduates
Final Version Questionnaire – December 23, 2003

Code: Name of Student, Name of School, District, Anglophone/Francophone (Language of the District), Hometown

INTRODUCTION TO BE SPOKEN ACCORDING TO LANGUAGE OF DISTRICT

Hello, may I please speak with ______________________?

Hello, my name is __________________, and I am calling from Market Quest Research, a professional marketing research firm in New Brunswick. Today/tonight I am calling on behalf of the Government of New Brunswick. We are conducting a survey of individuals, like you, who graduated from high school in 2002 to ask them about their experiences after graduation. The survey will take approximately fifteen minutes to complete…would you have some time to speak with me now? **IF NOT ARRANGE CALL-BACK TIME**

[IF THE PERSON NO LONGER LIVES THERE] The Department of Education is conducting a survey of students who graduated from high school in 2002. Could you please tell me at what number I could reach him/her?

Your feedback is very important, and will be used to help improve services for all students in New Brunswick. I would like to assure you that your answers are completely confidential, and your name will not be associated with the answers you give. You may skip any questions you are not comfortable answering.

[IF THE PERSON HAS QUESTIONS ABOUT THE STUDY] For general inquiries regarding this survey, the respondent may contact the Department of Education at 506-453-3090. By using this telephone number and identifying the nature of their call as "The 2002 Graduate Survey", they can receive a prompt response.

First of all, would you like to complete the survey in English or French?

English	01
French	02

Verify School Information:
Our records indicate that you graduated from [INSERT NAME OF SCHOOL FROM FILE] in 2002. Is this correct?

Yes	01	**-CONTINUE**
No	02	**-OBTAIN CORRECT INFORMATION FROM RESPONDENT**

Section A: High School Experience – All Respondents

To begin, I would like to talk about your experiences during your high school years. By high school years, I am referring to grade nine through twelve.

1. How many of your high school years were spent in New Brunswick schools?

Less than 1	01
One	02
Two	03
Three	04
Four	05

2. Were you employed for wages during your high school years? This does not include summer jobs you had during high school, but only includes employment during the school year from September to June.

Yes	01	**-CONTINUE**
No	02	**-SKIP TO Q7**

3. Were you employed.....**READ LIST**

	Yes	No	NA/Refused
During grade 9	1	2	98
During grade 10	1	2	98
During grade 11	1	2	98
During grade 12	1	2	98

4. What was the last job you held during high school? Again, this does not include summer jobs. **(Interviewer note: If more than one job was held simultaneously, probe to find the one at which the respondent worked the most hours.)**

____

5. Approximately how many hours, on average, did you work per week at that job?

____

6. What was your primary reason for working during your high school years? Any other reasons? **[DO NOT READ LIST- CODE FIRST AND OTHER MENTIONS]**

To gain work experience	01
To get money for continuing your education or training beyond high school	02
To get money for something specific	03
To help my family	04
To get my own spending money	05
Other (Please Specify)	
NR/Refused	98

7. Thinking back to Grades 11 and 12, were the majority of your grades… **READ LIST**

Between 90% and 100%	01
Between 80% and 89%	02
Between 70% and 79%	03
Between 60% and 69%	04
NR/Refused	98

8a. Were the following courses and activities offered at your school… **READ LIST**

8b. **FOR THOSE OFFERED ASK:** Did you participate in: **READ LIST**

For the remainder of the survey, I will be using the term "post secondary education or training". By this, I mean further education or training after graduation from high school, not only in a university, but also a community college or a private training institution.

8c. **FOR THOSE RESPONDENT PARTICIPATED IN ASK:** How much influence did **[INSERT COURSE/ACTIVITY FROM LIST]** have on your decision whether or not to pursue post secondary education or training…no influence, not much influence, some influence, or a lot of influence?

	Q8a		Q8b		Q8c				
	Y	N	Y	N	NI	NMI	SI	LI	NR/Ref
Co-op Education/Work Experience Program	01	02	01	02	01	02	03	04	98
Youth Apprenticeship Programs	01	02	01	02	01	02	03	04	98
Career Days/Fairs/Workshops	01	02	01	02	01	02	03	04	98
Other career-development related activities	01	02	01	02	01	02	03	04	98

9. Thinking back to your high school years, what did you expect to do after graduating from high school? **READ LIST**

Pursue post-secondary education or training in Fall 2002, immediately following graduation from high school	01
Go to Work, with no expectations of pursuing post- secondary education or training	02
Go to Work, with expectations of pursuing post-secondary education or training at a later date	03
Other (Please specify)	

10. Did you do what you planned to do after graduation from high school?

Yes	01
No	02

IF Q9=CODE 01 OR 03 CONTINUE, ELSE GO TO Q13

11. During your high school years, did you know which field of study you wanted to pursue in post-secondary education or training?

Yes	01	**-CONTINUE**
No	02	**-SKIP TO Q13**

12. What field of study did you expect to pursue? **DO NOT READ LIST- ACCEPT ONLY ONE ANSWER**

Trades and Technology	01
Business Administration / Commerce	02
Information Technology	03
Education	04
Arts	05
Science	06
Engineering / Engineering Technology	07
Health Related	08
Other- Please Specify	
Don't Know/Unsure	99

13. Thinking back to your high school years, what did ***your parents*** expect you to do after graduating from high school? **READ LIST**

Pursue post-secondary education or training in Fall 2002, immediately following graduation from high school	01
Go to Work, with no expectations of pursuing post- secondary education or training	02
Go to Work, with expectations of pursuing post- secondary education or training at a later date	03
Other (Please specify)	

14. Thinking back to your high school years, do you feel that high school provided you with the kind of study habits needed to pursue post-secondary education or training?

Yes	01	**GO TO Q15**
No	02	**CONTINUE**
Partially	03	**CONTINUE**

14b. How could high school have prepared you better?

15. Thinking back to your high school years, do you feel that high school provided you with adequate academic preparation for post secondary education or training?

Yes	01	**GO TO Q16**
No	02	**CONTINUE**
Partially	03	**CONTINUE**

15b. How could high school have prepared you better?

____

16. Thinking back to your high school years, do you feel that high school provided adequate preparation **for post secondary education or training** in terms of providing you with the necessary life skills? By life skills, I mean communication skills, time management skills, budgeting skills.

Yes	01	**GO TO Q17**
No	02	**CONTINUE**
Partially	03	**CONTINUE**

16b. How could high school have prepared you better?

____

17. Thinking back to your high school years, do you feel that high school provided you with adequate preparation **for the workforce**, in terms of providing you with the necessary work-related skills?

Yes	01	**GO TO Q18**
No	02	**CONTINUE**
Partially	03	**CONTINUE**

17b. How could high school have prepared you better?

____

18. Looking back, when did you first start thinking about potential career directions? **READ LIST**

Grade 9 or earlier	01
Grade 10	02
Grade 11	03
Grade 12	04
After Graduating from High School	05
Don't Know/Unsure	99

19. Thinking back to your high school years, do you feel that you received the kind of advice and information necessary to make a good decision about your options after graduation from high school?

Yes	01
No	02
NR/Refused	98

20. How much impact did the following people have on your decision about what you wanted to do after graduation from high school? Would you say that they had no impact, very little impact, some impact or a lot of impact? **READ LIST**

	No impact	Very little impact	Some impact	A lot of impact	Unsure
Your friends/peers	1	2	3	4	99
Your parents/guardians	1	2	3	4	99
Brothers or sisters	1	2	3	4	99
Other Relatives	1	2	3	4	99
Guidance Counselors at school	1	2	3	4	99
Government representative /Counselor	1	2	3	4	99
Teachers	1	2	3	4	99
University or college representative	1	2	3	4	99
A role model that you admired	1	2	3	4	99

21. During your high school years, who was your primary source of information on post secondary options and other career related information? Who else provided you with information? **DO NOT READ LIST -CODE FIRST AND OTHER MENTIONS**

Your friends/peers	01
Your parents/guardians	02
Guidance Counselors at school	03
Government representative / Counselor	04
Teachers	05
University or college representative	06
Brothers or sisters	07
Other relatives	08
A role model that you admired	09
None/No-one	10
Other	

22. During your high school years, how often, if at all, did you use the high school guidance counselor services? **READ LIST**

Frequently	01	**CONTINUE**
Occasionally	02	**CONTINUE**
Rarely	03	**CONTINUE**
Never	04	**GO TO Q24**

23. In general, how satisfied were you with the guidance couselling services provided during your high school years? **READ LIST**

Very Satisfied	01
Somewhat Satisfied	02
Somewhat Dissatisfied	03
Very Dissatisfied	04
Don't Know/Unsure	99

24. To what extent did the following factors impact your decision about what you wanted to do after graduation from high school? Would you say that they had no impact, very little impact, some impact or a lot of impact? **READ AND ROTATE LIST**

	No impact	Very little impact	Some impact	A lot of impact	Unsure
The expectation of financial rewards	1	2	3	4	99
The cost of a post-secondary education	1	2	3	4	99
Family and/or community ties	1	2	3	4	99
The course and grade requirements for different apprenticeship, university or college programs	1	2	3	4	99
The expectation of getting a job if you pursue a certain post-secondary program	1	2	3	4	99
Your personal interests	1	2	3	4	99
A creative ability or talent	1	2	3	4	99
Enjoyment of a particular course at high school	1	2	3	4	99
Success in a particular course at high school	1	2	3	4	99
The choice of language of instruction of post secondary institutions	1	2	3	4	99
Enjoyment of the school/academic environment	1	2	3	4	99

25a. Have you attended a post-secondary institution at any time since your graduation from high school in June 2002?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q26**

25b. What type of institution did you attend?

University	01
Community College	02
Private Training Institution	03

25c. Have you successfully completed your first year of studies (if a multi-year program) or successfully completed your entire program (if a one year or less-than-one year program)?

Yes	01
No, currently in progress	02
No, discontinued studies	03

26. Which of the following best describes your **current situation**... Are you attending a post-secondary institution or not attending a post-secondary institution?

Attending a post-secondary institution	**Section B**
Not attending a post-secondary institution	**Section C**

Section B: Currently Attending a Post-Secondary Institution

As a reminder, during the survey, I will be using the term "post secondary education or training". By this, I mean further education or training after graduation from high school, not only in a university, but also a community college or a private training institution.

27. You indicated that you are currently attending a post-secondary institution. Have you been in attendance at this institution since the fall of 2002, immediately following your graduation from high school?

Yes	01	**-GO TO SKIP BEFORE Q29**
No	02	**-CONTINUE**

28. What was your main activity in the period between high school graduation and your enrolment at your current post-secondary institution? (Interviewer note: If more than one activity, the main activity would be the activity he/she spent the greatest proportion of their time). (Note: "Working" includes self employed)

Working full-time	01
Working part-time	02
Unemployed and looking for work	03
Unemployed and not looking for work	04
Participating in an apprenticeship program	05
Returned to high school to improve grades	06
Attending another post-secondary institution	07
Travelling	08
Taking care of family / household	09
Long-term illness / disability / sickness	10
Volunteering	11
Other- Please Specify	

Now let's go to your current post-secondary experience:

Ask question only if participated in high school co-op/work experience program (Q8):

29. Would you say that your current post-secondary program is directly related, indirectly related or not at all related to the co-op/work experience program you participated in during your high school years?

Directly Related	01
Indirectly Related	02
Not at all Related	03
Don't Know/Unsure	99

Ask question only if participated in high school youth apprenticeship program (Q8):

30. Would you say that your current post-secondary program is directly related, indirectly related or not at all related to the youth apprenticeship program you participated in during your high school years?

Directly Related	01
Indirectly Related	02
Not at all Related	03
Don't Know/Unsure	99

31a. What is the name of the post-secondary institution you are currently attending?

31b. What type of institution is this?

University	01
Community College	02
Private Training Institution	03

31c. In what country is this institution located?

Canada	01	**-CONTINUE**
United States	02	**-GO TO Q31F**
Other-Please Specify	03	**-GO TO Q31F**

31d. In what province is this institution located?

31e. In what city or town is this institution located?

31f. Are you attending this institution....**READ LIST** (Interviewer note: For university, full time is 3 or more courses per term and part time is less than 3 courses.)

Full Time	01
Part Time	02

32. What is your field of study? **DO NOT READ LIST**

Trades and Technology	01
Business Administration / Commerce	02
Information Technology	03
Education	04
Arts	05
Science	06
Engineering / Engineering Technology	07
Health Related	08
Other- Please Specify	

33. How long is your current program of study? **DO NOT READ LIST**

Less than one year	01
One year	02
Two years	03
Three years	04
Four to five years	05
Other-Please Specify	

34. What designation will you receive at the completion of your current program of study? **READ LIST**

Degree	01
Diploma	02
Certificate	03
Other-Please Specify	

35. How likely are you to complete the program you are currently studying? Would you say you are…

Very Likely	01	**-GO TO Q36**
Somewhat Likely	02	**-GO TO Q36**
Somewhat Unlikely	03	**-CONTINUE**
Very Unlikely	04	**-CONTINUE**
Don't Know/Unsure	99	**-GO TO Q36**

35b. Why are you unlikely to complete the program?

36. How far do you plan to go with your education? **DO NOT READ LIST**

Less than one-year certificate/diploma	01
1-2 year certificate/diploma	02
3 year certificate diploma	03
Certified Journeyperson	04
Bachelor's Degree	05
Master's Degree	06
Doctorate/PhD	07
Professional designation (Doctor, Chartered Accountant)	08
Don't Know/Unsure	99

37. How much impact did each of the following factors have on your current choice of post-secondary institution…No impact, very little impact, some impact, or a lot of impact? **READ AND ROTATE LIST**

	No impact	Very little impact	Some impact	A lot of impact	Unsure
Tuition Fees	1	2	3	4	99
The total cost of education including living/housing, tuition, books etc.	1	2	3	4	99
The fact that it was located in or close to your hometown	1	2	3	4	99
Family Influence and Support	1	2	3	4	99
Friends / Peers	1	2	3	4	99
Contact with a recruiter representing this institution	1	2	3	4	99
The availability of desired program	1	2	3	4	99
The student/institution facilities	1	2	3	4	99
The length of the course or program	1	2	3	4	99
The reputation of the institution or program	1	2	3	4	99
Instruction in my preferred language	1	2	3	4	99
The size of the institution	1	2	3	4	99
The availability of work terms/co-op programs	1	2	3	4	99
The extracurricular activities available	1	2	3	4	99
That you were not accepted by first choice institution	1	2	3	4	99
That you were offered a scholarship by the institution	1	2	3	4	99

38. Was **[INSERT INSTITUTION FROM Q31A]** your first choice for a post-secondary institution?

Yes	01
No	02

ASK Q39 AND Q40 TO THOSE RESPONDENTS CURRENTLY ATTENDING AN INSTITUTION OUTSIDE NB (FROM Q31D):

39. Why did you choose to study at a post-secondary institution outside of New Brunswick? **DO NOT READ LIST- ACCEPT ALL ANSWERS**

Better Scholarships are available out of province	01
The program I wanted is not offered in NB	02
There are smaller classes away	03
Programs are of higher quality at out-of-province institutions	04
Wanted to do my post-secondary education outside of NB	05
Personal/Family Reasons	06
No specific reasons	07
Other-Please Specify	

40. Do you anticipate returning to New Brunswick after you finish your current post-secondary education or training?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q40C**
Don't Know / Unsure	99	**-GO TO Q40C**

40b. Do you anticipate returning to the province…**READ LIST**

Within the first year following graduation	01
Within five years of graduation	02
More than five years after graduation	03
Don't Know / Unsure	99

GO TO Q42

40c. Why do you not anticipate returning to the province?

GO TO Q42

ASK Q41 TO THOSE RESPONDENTS CURRENTLY ATTENDING AN INSTITUTION IN NB (FROM Q31D):

41a. Do you anticipate leaving the province after you finish your current post-secondary education or training?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q42**
Don't Know / Unsure	99	**-GO TO Q42**

41b. Do you anticipate leaving the province…

Within the first year following graduation	01
Within five years of graduation	02
More than five years after graduation	03
Don't Know / Unsure	99

41c. Why do you anticipate leaving the province?

42. Assuming you decided to reside in New Brunswick after you finish your current post secondary education, how confident are you that you would be able to find employment in the province related to your field of study? Are you…

Very Confident	01
Somewhat Confident	02
Not Very Confident	03
Not at all Confident	04
Don't Know / Unsure	99

43. What is your primary method of payment for your current post-secondary education or training? Any other methods? **CODE FIRST AND OTHER MENTIONS**

Student loans	01
Bursaries/scholarships	02
Bank/credit union loans	03
Personal loans (ie from friends, relatives, etc.)	04
Savings	05
Income from present job	06
RESP/ Other educational savings plans	07
Government Program Assistance	08
Family Financial Support (Not loans/Parents other relatives paying for education)	09
Band/Aboriginal Funding	10
Other-Please Specify	

44. Did you ever seek any financial advice or information with regard to paying for your post-secondary education or training?

Yes	01	**-CONTINUE**
No	02	**-GO TO SECTION D**
NR/Ref	98	**-GO TO SECTION D**

45. From whom did you seek this financial advice or information? **DO NOT READ LIST-CODE ALL THAT APPLY**

Family	01
Friends/Peers	02
Guidance Cousellor at school	03
Teacher	04
University/College Representative	05
Bank/Other Creditor	06
Government	07
Internet	08
Financial Aid Representative	09
Other-Please Specify	

46. How satisfied are you with the financial advice or information that you received…very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very Satisfied	01
Somewhat Satisfied	02
Somewhat Dissatisfied	03
Very Dissatisfied	04
Don't Know/Unsure	99

Go to Section D

Section C: Not Currently Attending a Post-Secondary Institution

You indicated that you are not currently attending a post-secondary institution.

47. Were you working or self-employed during the week of January 4th – 10th 2004? This only includes paid employment and does not include volunteering or employment without pay.

Yes	01	**-CONTINUE**
No	02	**-GO TO Q57**
NR/Ref	98	**- GO TO Q57**

47b. During the week of January 4th – 10th 2004, were you participating in an apprenticeship program?

Yes	01
No	02

48. Could you please describe your main occupation during the week of January 4th – 10th, 2004? **(Interviewer note: If more than one job, probe for the one he/she worked the most hours).**

NOC ________

49. What type of business, industry or service were you working in during that week?

NAICS _______

50. During the week of January 4th – 10th, 2004, how many hours did you work at your main job? Hours ______

51. How long have you been employed in this job? ________ (months)

52. What was your average hourly wage for the main job you were employed in during the week of January 4th – 10th, 2004? ____________________

ASK Q53 ONLY TO THOSE WHO HAVE NEVER ATTENDED A POST SECONDARY INSTITUTION IN THE PAST (FROM Q25):-

53. Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with:

	VS	SS	SD	VD	NR/REF	Unsure
Your current salary / earnings	1	2	3	4	98	99
Your job choice	1	2	3	4	98	99

ASK Q54 ONLY TO THOSE WHO HAVE ATTENDED A POST SECONDARY INSTITUTION IN THE PAST (FROM Q25):

54. Would you say that this job is directly related, indirectly related, or not at all related to your post-secondary education or training?

Directly Related	01
Indirectly Related	02
Not at all Related	03
Don't Know/Unsure	99

ASK Q55 ONLY TO THOSE WHO PARTICIPATED IN A HIGH SCHOOL CO-OP /WORK EXPERIENCE PROGRAM (FROM Q8):

55. Would you say that this job is directly related, indirectly related, or not at all related to the co-op /work experience program that you participated in during your high school years?

Directly Related	01
Indirectly Related	02
Not at all Related	03
Don't Know/Unsure	99

ASK Q56 ONLY TO THOSE WHO PARTICIPATED IN A YOUTH APPRENTICESHIP PROGRAM IN HIGH SCHOOL (Q8):

56. Would you say that this job is directly related, indirectly related, or not at all related to the apprenticeship program that you participated in during your high school years?

Directly Related	01
Indirectly Related	02
Not at all Related	03
Don't Know/Unsure	99

GO TO Q60

57. Were you looking for a job during the week of January 4th to 10th, 2004?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q59**
NR/Ref	98	**-GO TO Q59**

58. Were you looking for full-time or part-time work? Full time work is 30 or more hours a week, while part time is less than 30 hours a week.

Full-time	01
Part-time	02
Either/Did not matter	03

59. What is the main reason you were not employed during the week of January 4th to 10th, 2004?

Own illness or disability	01
Personal or family responsibilities	02
Returned to high school to improve your marks / get pre-requisites	03
Inability to find job related to your training/experience	04
Waiting for recall to work after a layoff	05
Waiting for a new job to start in the next 4 weeks	06
Not being bilingual	07
Travelling	08
Labour Dispute	09
Other-Please Specify	

60. How many paying jobs have you had since graduating from high school in June 2002?

61. You indicated that you were [INSERT EMPLOYED (INSERT ANSWER FROM Q48) OR UNEMPLOYED (INSERT ANSWER FROM Q59)] during the week of January 4th – 10th, 2004. Has this been your main activity / situation since immediately following your graduation from high school in June 2002?

Yes	01	**-GO TO Q63**
No	02	**-CONTINUE**

62. What was your main activity following graduation from high school before you [INSERT ACTIVITY FROM Q61]? (Interviewer note: If more than one activity, the main activity would be the activity you spend the greatest proportion of your time).

Working full-time (includes self employed)	01
Working part-time	02
Unemployed and looking for work	03
Unemployed and not looking for work	04
Participating in an apprenticeship program	05
Returned to high school to improve grades	06
Attending a post-secondary institution	07
Travelling	08
Taking care of family / household	09
Long-term illness / disability / sickness	10
Volunteering	11
Other- Please Specify	

63. Do you currently reside....

Within New Brunswick	**Continue**
Outside New Brunswick	**Go to Q65**

64a. Do you anticipate leaving the province in the future?

Yes	01	**-CONTINUE**
No	02	**-GO TO SKIP BEFORE Q67**
Don't Know / Unsure	99	**-GO TO SKIP BEFORE Q67**

64b. Do you anticipate leaving the province…**READ LIST**

Within the next year	01
More than a year, but within the next five years	02
More than five years from now	03
Don't Know / Unsure	99

64c. Why do you anticipate leaving the province?

GO TO SKIP BEFORE Q67

65. What was the primary reason you decided to leave the province? Any other reasons? **CODE AS FIRST AND OTHER MENTIONS.**

Family/Personal reasons	01
More job opportunities outside the province	02
Make more money outside of the province	03
No Specific Reason	04
Other- Please Specify	

66a. Do you anticipate returning to New Brunswick in the future?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q66c**
Don't Know / Unsure	99	**-GO TO Q66c**

66b. Do you anticipate returning to the province…**READ LIST**

Within the next year	01
More than a year, but within the next five years	02
More than five years from now	03
Don't Know / Unsure	99

GO TO SKIP BEFORE Q67

66c. Why do you not anticipate returning to the province?

ASK Q67-Q69 TO THOSE WHO HAVE PREVIOUSLY ATTENDED A POST SECONDARY INSTITUTION (FROM Q25A)

67. You indicated previously that you had attended a post-secondary institution [INSERT TYPE FROM Q23B] since graduating from high school Did you successfully complete the post-secondary program?

Successfully Completed the Program	01	**-GO TO Q77**
No, Discontinued Studies	02	**-CONTINUE**

68. At what point did you discontinue your studies? **READ LIST**

Before the completion of a program one year or less in duration	01
During the first year of a multi-year program	02
At the end of the first year of a multi-year program	03
During the second year of a multi-year program	04

69. What is the main reason you discontinued your studies? **DO NOT READ LIST**

Program was not what you expected	01
Difficulty of program/academic failure	02
Financial Issues	03
Lost interest in program	04
Undecided on career	05
Personal/Family/Illness issues	06
Employment Opportunity	07
Other- Please Specify	

GO TO Q77

ASK Q70-Q76 ONLY TO THOSE WHO HAVE NEVER ATTENDED A POST SECONDARY INSTITUTION:

70. Why have you chosen to not attend a post-secondary institution to this point? I will read a list of nine factors. Please indicate whether each factor is a major reason, minor reason, or had no impact on your decision not to attend. **READ AND ROTATE LIST.**

	Major	Minor	No Impact	NR/REF
Financial issues	1	2	3	98
Not interested	1	2	3	98
Career Undecided	1	2	3	98
Entrance Requirements/High school marks need upgrading	1	2	3	98
Wait listed for a limited enrollment program	1	2	3	98
Personal/Family Reasons	1	2	3	98
Currently Employed	1	2	3	98
Program you wish to complete not available in your area	1	2	3	98
Program you wish to complete not available in your language of choice	1	2	3	98

71. You gave FINANCIAL ISSUES as a reason for not attending a post-secondary institution since high school. Please tell me whether or not any of the following played a part in your decision.

	Yes	No
You are afraid of getting into too much debt	1	2
You were not able to get enough money to attend	1	2
The program you wish to take is too expensive	1	2
Is there anything else you wish to identify with respect to financial issues? If yes, please specify: ____________________________________	1	2

72. You stated that you are NOT INTERESTED in attending a post-secondary institution since high school. Please tell me whether or not any of the following played a part in your decision.

	Yes	No
You feel that a post-secondary education will not help you to get a job	1	2
You wish to attend sometime in the future	1	2
You wish to take a break from formal learning	1	2
You are planning on doing some travelling before deciding about post-secondary education	1	2
You want to continue working and making money	1	2
Are there other issues you wish to identify with respect to not being interested in post-secondary education? If yes, please specify:	1	2

73. You gave NOT HAVING DECIDED ON A CAREER as a reason for not attending a post-secondary institution since high school. Please tell me whether or not any of the following played a part in your decision.

	Yes	No
You did not have sufficient information on your post-secondary options	1	2
You are undecided between more than one career choice	1	2
Are there other issues you wish to identify with respect to not having decided on a career? If yes, please specify:	1	2

74. You indicated ENTRANCE REQUIREMENTS as a reason for not attending a post-secondary institution since high school. Please tell me whether or not any of the following played a part in your decision.

	Yes	No
You did not meet the entrance requirements for the **institution** you wished to enter	1	2
You did not meet the entrance requirements for the **program** you wished to enter	1	2
The pre-requisite courses were not available at your school	1	2
You are currently back in high school upgrading your marks	1	2
Are there other issues you wish to identify with respect to entrance requirements? If yes, please specify:	1	2

75. You stated that PERSONAL/FAMILY REASONS influenced your decision not to attend a post-secondary institution since high school. Please tell me whether or not any of the following played a part in your decision.

	Yes	No
Health reasons prevent you from attending	1	2
Your present family commitments	1	2
You don't want to leave your community and home	1	2
Lack of family support	1	2
Are there other issues you wish to identify with respect to personal/family reasons?	1	2

If yes, please specify:

____

76. You indicated that CURRENT EMPLOYMENT was a reason for you not attending a post-secondary institution since high school. Please tell me whether any of the following are reasons for you pursuing employment instead of post-secondary education at this time.

	Yes	No
To earn money for post-secondary education	1	2
To support your family	1	2
To support yourself	1	2
Working is what you want to do	1	2
To earn money for a specific non-post-secondary event (e.g., a trip, buying a car, etc.)	1	2
You have started your own business	1	2
You believe that your work experience will get you to your career goals	1	2
You are still undecided on your career path	1	2
Are there other issues you wish to identify with respect to being employed rather than attending post-secondary?	1	2

If yes, please specify:

____

77a. Are you planning to attend or return to a post secondary institution in the future?

Yes	01	**-CONTINUE**
No	02	**-GO TO Q85**
Don't Know / Unsure	99	**-GO TO Q85**

77b. Why have you decided to attend or return to a post-secondary institution? **DO NOT READ LIST**

You will have sufficient financial resources	01
You have been accepted in a post-secondary program that you wanted	02
You have been accepted in a post-secondary institution that you wanted	03
You will have mature student status	04
Other (please specify)	

78. When are you planning on attending a post secondary institution? **READ LIST**

Within the next year	01
More than a year, but within the next five years	02
More than five years from now	03
Don't Know / Unsure	99

79. What institution do you plan to attend?

Name: ______________________________

Unsure

80. What type of institution do you plan to attend?

University	01
College	02
Private Training Institution	03
Don't Know/Unsure	99

81. What field of study do you plan to pursue? **DO NOT READ LIST- ACCEPT ONLY ONE ANSWER**

Trades and Technology	01
Business Administration / Commerce	02
Information Technology	03
Arts	04
Science	05
Engineering / Engineering Technology	06
Health Related	07
Other- Please Specify	
Don't Know/Unsure	99

82. Is the institution you plan on attending within the province of New Brunswick?

Yes	01	**-GO TO Q84**
No	02	**-CONTINUE**

83. What is the primary reason you plan to attend an institution outside New Brunswick? Any other reasons? **DO NOT READ LIST -CODE FIRST AND OTHER MENTIONS.**

Better Scholarships are available out of province	01
The program I wanted is not offered in NB	02
Only part of the program I wanted is offered in NB	03
The program I wanted was not available in my preferred language of instruction in NB	04
There are smaller classes away	05
Programs are of higher quality at out of province institutions	06
Personal/Family Reasons	07
No Specific Reasons	08
Other- Please Specify	

84. If you decided to pursue a post-secondary education, how would you finance it? **DO NOT READ LIST- CODE ALL THAT APPLY**

Student loans	01
Bursaries/scholarships	02
Bank/credit union loans	03
Personal loans (ie from friends, relatives, etc.)	04
Savings	05
Income from present job	06
RESP/ Other educational savings plans	07
Government Program Assistance	08
Family Financial Support (Not loans/Parents other relatives paying for education)	09
Band/Aboriginal Funding	10
Other-Please Specify	

Section D: Demographics – All Respondents

The following demographic questions are for statistical purposes only.

85. What is your age?__________________

86. What is your mother tongue, that is the first language you learned to speak and can still speak?

English	01
French	02
Other-Please Specify	03

87. What is the highest level of education completed by your mother or female guardian and by your father or male guardian?

	Mother/Female	Father/Male
Less than high school	1	1
Completed high school	2	2
Some post-secondary education	3	3
Trades certificate or diploma	4	4
College certificate or diploma	5	5
University certificate or diploma **below** a bachelor's degree	6	6
University degree	7	7
Don't Know/Unsure	98	98
No response/Refused	99	99

88. How many siblings (brothers/sisters) do you have? _______________

89. What range would you estimate that your family (family includes both mother/father/guardian contributions) income falls into? **READ LIST**

Under $10,000 per year	01
$10,000 to $19,999 per year	02
$20,000 to $39,999 per year	03
$40,000 to $59,999 per year	04
Over $60,000 per year	05
Don't Know/Unsure	99
No Response/Refused	98

90. Are you a member of any of the following groups **READ LIST-SELECT ALL THAT APPLY**

1. Landed immigrant in Canada (*a person who has been granted the right to live in Canada permanently by immigration authorities)*
2. Non-permanent resident of Canada (*a person from another country who has an employment authorization, a student authorization, a Minister's permit, or who is a refugee claimant or a refugee claimant's family member living with them).*
3. Aboriginal person *(a North American Indian or a member of a First Nation, Métis, or Inuit. North American Indian or member of a First Nation includes status, treaty, or registered Indians, as well as non-status and non-registered Indians.)*
4. Visible minority *(a person, other than Aboriginal, who is not white in race or colour)*
5. Person with a disability

91. Record gender of respondent

Male	01
Female	02

Appendix B

Survey of 2002 High School Graduates
Final Completion Results

Total Number of Graduates	8,574
Ineligible Numbers	
Incomplete/Wrong Number/Out of Service	1,074
Respondent Unreachable	
No Answer/Busy/Answering Machine	700
Call Back	414
Contact Information Unavailable/Parent Refuse	516
Interview Not Completed	
Refusal by Graduate to Complete Survey	1,521
Completed Interviews	4,349
Total Eligible Numbers Called	7,500
Completion Rate	58.0%
Overall Response Rate (Total Graduates)	50.7%

Terminology

New Brunswick High School System

New Brunswick is divided into 14 school districts: nine anglophone districts (Anglophone Sector) and five francophone districts (Francophone Sector).

Anglophone Sector

District 2: Moncton
District 6: Rothesay
District 8: Saint John
District 10: St. Stephen
District 14: Woodstock
District 15: Dalhousie
District 16: Miramichi
District 17: Oromocto
District 18: Fredericton

Francophone Sector

District 1: Dieppe
District 3: Grand-Sault
District 5: Campbellton
District 9: Tracadie-Sheila
District 11: Richibouctou

Average Hourly Wage

Refers to the average of the hourly wage that respondents reported for the reference week, with outliers removed.

Average Length of Employment

Refers to the average of the number of months that respondents reported they were employed at their current job up to the reference week, with outliers removed.

Average Number of Hours Worked

Refers to the average of the hours worked that respondents reported for the reference week, with outliers removed.

Average Number of Paying Jobs

Refers to the average of the number of paying jobs that respondents reported since graduation from high school in 2002, with outliers removed.

Census

A survey of the entire population.

Completion Rate (of First Year of Studies)

The number of respondents who completed their first year of post-secondary education or training (if a multi-year program), or their entire program (if a one year or less program) as a percentage of eligible respondents.

Employed

The number of respondents who had a job during the reference week.

situation. Co-op trainees are placed in productive work and have their progress monitored by the employers and representatives of the school.

Youth Apprenticeship Program

The New Brunswick Youth Apprenticeship Program offers high school students successive and progressive work experience and occupational specific skills training that is in addition to, rather than in place of, regular high school offerings. Students develop employability and occupational specific skills over a period of two paid summer work experiences.

Career Days/Fairs/Workshops

Career Days / Fairs / Workshops bring employers, career development practitioners and students together to provide students with access to occupational, training / educational, and labour market information.

Other Career Development Related Activities

Most schools in New Brunswick offer students several other career development-related activities, including such initiatives as the "Linking to the Future Portfolio", "Take Our Kids To Work Day", or "Job Shadowing" opportunities.

Labour Force

In the context of this survey, the Labour Force is composed of respondents who were either employed or unemployed during the reference week.

Employed

Respondents who were working during the reference week.

Unemployed

Respondents who during the reference week were seeking work, waiting for a job to start in the next four weeks, or waiting for a recall from a layoff.

Not in the Labour Force

Respondents who were not working but not looking for work, not waiting for a job to begin, nor waiting for a recall from a layoff during the reference week.

NAICS (North American Industrial Classification System)

NAICS was used to categorize the industrial sectors/industries in which respondents were employed in the reference week.

NOC (National Occupational Classification)

The National Occupational Classification was used to categorize the kind of work done by respondents. The top three responses are given.

Outliers

Extreme responses that are removed from the calculation of an average to achieve a more accurate mean.

Employment

Defined in terms of full-time/part-time as follows:

Full-time: Employment of 30 hours or more per week.

Part-time: Employment of less than 30 hours per week.

Employment Related to High School Career Development Programs

Employed respondents were asked about the extent to which their employment during the reference week was related to their high school co-op/work experience or youth apprenticeship programs. Options presented to the respondent included directly related, indirectly related and not at all related.

Related Employment

Includes employment that respondents reported as either directly related or indirectly related to their high school program. *Directly related* indicates that respondents were in jobs for which their high school programs had been designed. *Indirectly related* means that respondents were in jobs that required at least some of the skills that were acquired during their high school program.

Not at all related

Means that respondents were in jobs that did not require any of the skills that were acquired during their high school program.

Employment Related to Post-secondary Education or Training

Employed respondents were asked about the extent to which their employment during the reference week was related to their post-secondary education or training program. Options presented to the respondent included directly related, indirectly related and not at all related.

Related Employment

Includes employment that respondents reported as either directly related or indirectly related to their post-secondary education or training program. *Directly related* indicates that respondents were in jobs for which their training programs had been designed. *Indirectly related* means that respondents were in jobs that required at least some of the skills that were acquired during their training program.

Not at all related

Means that respondents were in jobs that did not require any of the skills that were acquired during their training program.

Graduate Population

Graduates of the New Brunswick school system who completed high school in June 2002.

High School Career Development Activities and Programs

Cooperative Education/Work Experience Programs

Cooperative education/work experience programs integrate periods of classroom study with periods of training in related work. Each work situation is developed and approved by the school as a suitable learning

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